There is no one definitive model for “effective pedagogy” or “quality teaching”, yet every school is obliged to reach a position on what constitutes good practice. To simply copy another’s view is to fail to embark on, and benefit from, professional learning.
Learners are at the centre of all curriculum action.

Teaching and learning are inseparable.

Quality teaching is confirmed by quality learning.

A successful approach to curriculum comes from teachers seeing and showing themselves as learners among their students.

A good understanding of the nature of quality teaching requires a good understanding of the nature of learning.
Learning
The chief impediments to learning are not cognitive. It is not that we cannot learn; it is that we may not wish to. If a fraction of the energy spent on trying to transmit information was used in trying to stimulate enjoyment of learning, we could achieve much better results.

For learning to be optimised, engagement, relevance, and interest are necessary conditions.

The strength of *The New Zealand Curriculum* in practice depends on a number of considerations. One of those is our understanding of the nature of learning.

Successful implementation of *The New Zealand Curriculum* depends on *both* teachers and students learning together.

NZEI Te Riu Roa and Lester Flockton 2009
Teachers and students learning together!

Double Helix of Learning
(McGettrick 2002)

Achievement

Knowledge Skills and Understanding

DNA molecule

Learning Power

Attitudes, Values, Feelings,
Personal Development Dispositions, Motivation

Teachers and Students

Figure 16.2 The double helix of learning.

Quality teaching is a key influence on student learning

The extent of that influence is variously estimated.

It is widely accepted that teachers differ in their effectiveness, yet the empirical evidence regarding teacher effectiveness is weak. 17 major analyses suggest that from 7% to 21% of the variance in achievement gains (of students) is associated with variation in teacher effectiveness. cf. Nye et al, 2004.

The best evidence synthesis claims that up to 59% of the variance in student performance is attributable to differences between teachers and classes, while up to almost 21%, but generally less, is attributable to school level differences. cf. Alton-Lee, Ministry of Education, 2003.

It is known that teachers differ in their effectiveness. Attempts at quantifying the extent of influence or difference are much less important than an acceptance of the fact that quality teaching makes a difference for student learning.
What do we know about learning?

1. Learning is intellectual, social, emotional, and cultural.
2. Learning is diverse and different for each individual.
3. Learning takes time.
4. Learning is linear and erratic.
5. Learning happens by design and by chance.
6. Learning happens in schools and homes, workplaces, clubs, communities, societies.
7. Learning is active and conscious rather than passive.
8. We all do it, and we all take it for granted.
9. Learning goes on throughout life - regardless!
10. Learning is change.

Stoll, L. Fink, D. Earl, L. (2003). It’s About Learning (and it’s about time)
Three conditions necessary for learning to have happened

1. Must be able to do something, **on demand**, that couldn’t be done before.
2. Must be able to do it **independently** of others.
3. Must be able to do it **well**.


If I learn something new, I go to bed happy.
John Cleese
There needs to be truthfulness and integrity in messages and impressions given about how much influence and control the school and its teachers have over students’ learning and achievements. The school makes a significant contribution, but in the overall scheme of things, that contribution accounts for only part of the influence that determines students’ achievements.

- The amount of waking hours students spend in school compared to waking hours outside of school puts expectations into perspective.

- The influence of the student’s home background, access to opportunity, and their personal and intellectual attributes, can significantly outweigh those of the school in finally accounting for levels of achievement. Difference needs to be properly acknowledged and understood.
**Learning time at school**

Figure 2. Approximate waking hours, per year, for students in school and in neighborhood and with family.

cf Berliner, D.C. *Our impoverished view of educational reform.* Teachers College Record, August 2005.
Learning attributable to school

Learning attributable to home circumstances and “natural assets”

Marzano (2000) has argued that 80 percent of the variance in achievement could be accounted for by student effects, 7 percent by school effects, and 13 percent by teacher effects.
The amount of teacher time available for each student in a class of 25

Marzano (2000) has argued that 80 percent of the variance in achievement could be accounted for by student effects, 7 percent by school effects, and 13 percent by teacher effects.

There is no single formula available by way of pedagogical explanation as to why children’s academic success is markedly better in one school setting or another. However, there are some common tendencies, including:

- significantly less time spent using television and computers;
- significantly more time spent on reading with and to children;
- greater emphasis on the life of the imagination;
- closer relationships between teacher and student.

The school plays an important part in student learning and achievement, but it can’t do it all on its own!

**Simply Simple-Minded (or, Simply Good Sense?)**

The maddening thing is that the proponents of higher academic standards … are out of touch with reality. Let me put it in the simplest language possible: children differ by socio-economic background, by development rate, by interest in given subject matter, and by motivation to master it. Teachers can teach until they are blue in the face, but students will learn only when they are ready, willing, and able to do so. And, in this nation that celebrates (or at least pays lip service to) diversity, every child does not need to learn the same things at the same time or to the same degree.

Anne C. Lewis, Phi Delta Kappan, April 1999. (modified)
Teaching – Pedagogy
The words we use can shape and reflect the working of our minds. Education is awash with jargon and the latest terminology. Fancy words do not ascribe special status to professional thought and practice. Rather, they are often used as a device to steer minds in particular directions.

The school is entitled to use language and words that reflect its view of education, and the ethos that prevails in its thinking and practice. It is often more credible to use words and language that can easily connect with the minds of the widest possible constituency of interest – teachers, parents, whānau, community.

For example, is it “effective pedagogy”, or “quality teaching”? Is it learning “outcomes”, or learning “goals”?

Consider the definitions shown in the following slides. Do you choose and use words that fit most comfortably with the widest audience of interest in your school?
Pedagogy

pedagogue from Greek paidagōgos slave who took a child to and from school

1. Schoolmaster, a teacher, esp. a strict, dogmatic, or pedantic one.

2. A man, esp. a slave, who took a child to and from school and supervised the child’s behaviour generally.
**Teaching**

**Teacher:** a person who, or a thing which, teaches or instructs, *esp.* a person employed to teach in a school.

**Teach:** show (a person) the way; direct, conduct, guide.
Educate

1. Bring up (children) so as to form their habits, manners, intellectual aptitudes, etc.

2. Train so as to develop intellectual or moral powers generally, in particular mental or physical faculty.
The New Zealand Curriculum gives *directions for learning*, and offers *guidance*.

The section on *effective pedagogy* represents one view of what that might involve. It is useful, and helpful, but it is certainly not the only view or a complete view.

Schools can choose to address this aspect of their curriculum under the title “effective pedagogy” or “quality teaching”, or some other appropriate term, being mindful that the terminology used will often influence meaning and direction.
“Effective Pedagogy”
A methodologically data-driven process?

“Quality Teaching”
A set of unconditional and observable qualities, characteristics, and actions?
PEDAGOGY?  TEACHING?

*Technical – Rational – Managerial?*
*Intuitive – Expressive – Creative?*

The difficulty, in the climate that has developed around initial teacher training (*and teacher development programmes*) over the last 15 years, has been the reduction of teaching to a fairly atomistic collection of technical competencies – *which can be measured (assessed) as “outcomes”*. This is antithetical to the synoptic and synthetic approach that teachers may need to acquire in order to align their teaching and assessment practices to their understanding of learners, learning, and subject matter.

James, M. *Assessment, Teaching and Theories of Learning*. 2009. (Modified)
Pedagogy? Teaching?

A Science? An Art?
or BALANCE: a healthy combination?

To what degree teaching is (or could be) an art or a science, or a combination of the two, is a matter of deep dispute among teacher educators. Most practitioners in their classrooms would probably think of what they know and are able to do as principally an art, one they have acquired over many years, largely alone, through trial and error learning. Few would be able to cite any research evidence, except in the most general terms, to warrant what they do, although many educational researchers claim their influence on practising teachers is real, if rarely explicitly acknowledged.

I should mention at the outset that I am not very keen on pedagogical theory and tend to regard such speculative excess as a form of evasion or deception or self-delusion, what Francis Bacon stigmatized as an Idol of the Theatre (referring to the fact that all systems and dogmas come with built-in fallacies).

The manifold problems that bedevil schools cannot, in my estimation, be solved or rectified by the usual onslaught of dogmas, reforms, and pseudo-revolutionary postulates that continue to afflict us in the misguided attempt to find the single, perfect pedagogical system.

There are numerous views and accounts of what constitutes quality teaching. Some claim the rigour of research; others elude empiricism. Some are first and foremost theoretical or philosophical; others are derived from insights arising from considerable practice and experience. All such views are worth considering. All such views should be the subject of critical evaluation.

The following slides show a range of views on what constitutes effective pedagogy, or quality teaching.

After critical evaluation of these various views, what is the school’s view?
Consider these two somewhat different views on what constitutes quality teaching. A balanced view is arguably the most healthy? What view does your school hold?

"It is about how we can work together in schools and build a professional community. We need to shift the discourse and language and object of our investigation to the vision of a professional community working together."

Ministry of Education chief education adviser Adrienne Alton-Lee also urged collaboration between researchers, teacher educators, teachers and policy makers in order to improve education for all children.

"If we have any definition of quality teaching that isn’t linked to student outcomes we will have missed the boat."

Alton-Lee stressed the importance of teacher professional learning being grounded in an evidence-based approach that uses data about students’ learning and research about effective pedagogy to inform teaching practice. "Teachers need to see evidence work as their work."

Allan Luke, professor at the National Institute of Education at Singapore’s Nanyang University, said the ability of a teacher to call upon a repertoire of teaching practice and to weave it into teaching and learning was also fundamental to quality teaching.

"Good pedagogy is not about the ‘right’ method. It is about the movement between different kinds and levels of knowledge and different kinds and levels of..."
Inquiry into the teaching-learning relationship can be visualised as a cyclic process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks:

- What is important (and therefore worth spending time on), given where my students are at?
- What strategies (evidence based) are most like to help my students learn this? Teachers use evidence from research and their own past practice …
- What happens as a result of the teaching, and what are the implications for future teaching? In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment practices. … They analyse and interpret information to consider what they should do next.
The perils of being explicit
(having an overly “technical” view of pedagogy, or teaching)

“learning intentions”, “next steps”, “outcomes”

Making explicit what is to be learned, and the accompanying success criteria, risks falling off the other side of the tightrope. The pull here is towards increasingly detailed “learning intentions”, “next steps”, “outcomes” – which specify required achievement and which are announced rather than negotiated. The term “learning goals” may be preferable since it conveys a sense of both flexibility and breadth.

While terms like “learning outcomes” can be valuable if well used, they are often misappropriated and adopted widely at all levels within the education system (classroom to test-making laboratories) to facilitate the managerial process. This leads to distortions. The proper interpretation of “outcomes”, etc. must emerge from the context and prevailing activities and experiences of students.

Quality Teaching

Four essential elements

1. The need for a secure **command of the material to be taught**;
2. The need to **actively teach**;
3. The need to have attainably **high expectations** of pupils and to ensure appropriate pace and challenge;
4. The need to have effective working **relationships** with pupils.

Millett, 1996. *Quality Teaching*. 
The great teacher!

The four basic characteristics the great teacher must possess are “vitality, courage, sensitiveness, and intelligence.” More than all of these, however, “The teacher should love his children better than his State or his Church; otherwise he is not an ideal teacher”.

Bertrand Russell, 1926. *Education and the Good Life.*
The school’s position on “Effective Pedagogy” or “Quality Teaching” (choose your words!)

Every school is professionally obligated to define what represents quality teaching in its environment, and to satisfy itself that this is carried out in practice.

A school-based approach

Step 1: Have all teachers “workshop” in small groups to identify what they believe and support as the important characteristics of quality teaching. Do this initially without reference to any resources or references. Draw on and value the minds and experiences of teachers.

Step 2: Have groups of teachers share their positions with others. Are there common statements?

Step 3: Provide teachers with two or three differently “angled” resources or viewpoints on quality teaching from the literature or research (e.g. Best Evidence Synthesis summary statement). Ask them to evaluate these carefully and to ask themselves, “Are there positions here that we strongly support yet have omitted in our own statements, and that we will now include?”
The teachers with parents and Board Members at Maori Hill School followed the approach described on the previous slide. They arrived at the set of statements shown here. These statements started with everyone’s own knowledge, experience and expectations. They were then validated to their own satisfaction after consideration of other sources. They form part of their school’s curriculum documentation. More important, they are the key reference points for professional reflection during teacher appraisal.

<table>
<thead>
<tr>
<th>QUALITY TEACHING OBJECTIVES</th>
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<tbody>
<tr>
<td>1. Children’s individual needs</td>
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<tr>
<td>2. Children are valued as individuals</td>
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<tr>
<td>3. Learning expectations and feedback</td>
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<tr>
<td>4. Teachers as role models</td>
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<tr>
<td>5. Relationships</td>
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<tr>
<td>6. Clear expectations of children’s conduct</td>
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<tr>
<td>7. Quality learning environments</td>
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<tr>
<td>9. Resources for Learning</td>
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Changing professional practice requires changing beliefs

An abundance of research suggests that teachers’ personal beliefs drive professional practice. In spite of this, most school improvement efforts continue to focus on changing only the behaviour of educators, rather than working on both beliefs and behaviors.

If school leaders believe, like many people do, that changed behavior will result in changed beliefs, they are mistaken… For lasting changes in behavior to occur, beliefs and assumptions must be brought to consciousness and the deep structures supporting behaviors must be addressed.

We must abandon, as Herbert Kohl advises in *The Discipline of Hope*, the swamp-light quest for “the one right teaching method”, which exists nowhere but in the infantile reveries of the educational specialists. In fact, any pedagogical method, programme, approach, paradigm, or theory – research based or otherwise – which claims a patent on the future and which is unilaterally imposed as such is not only misconceived but destructive as well. **There is always something mysterious, something unaccountable in the education of the mind that must be respected and cherished.**