

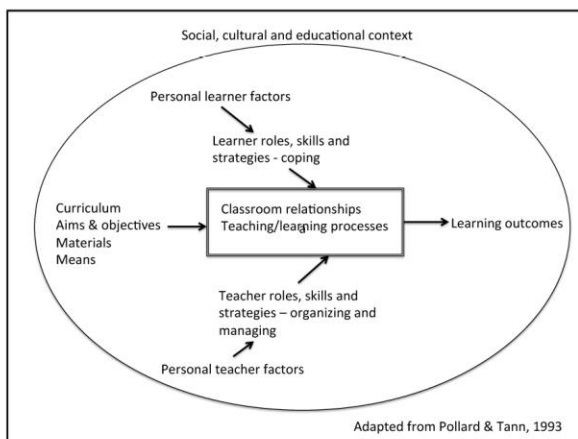
# Reflections on how to be a highly effective teacher



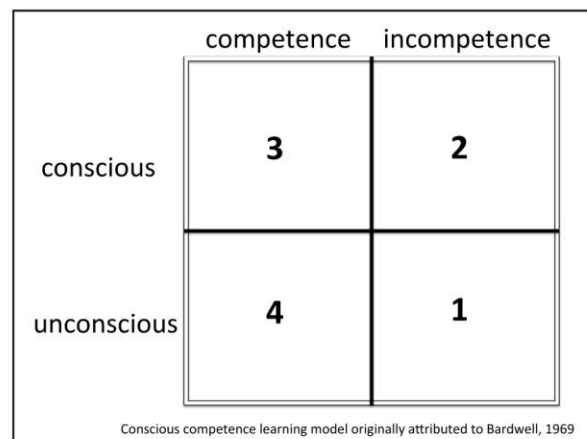
Carol Read  
[www.carolread.com](http://www.carolread.com)  
<http://carolread.wordpress.com>  
 @carolread



Cycle of reflection, Pollard, 2005



Adapted from Pollard & Tann, 1993



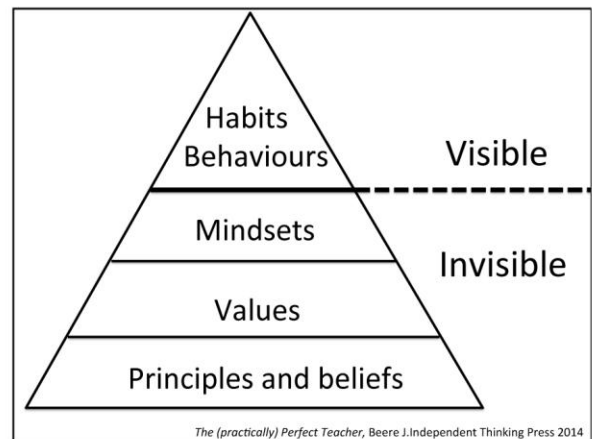
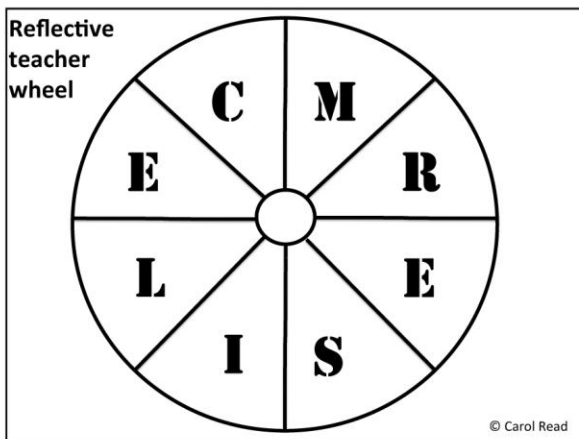
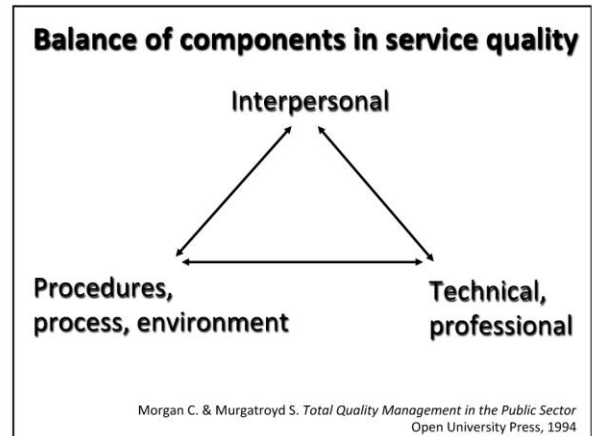
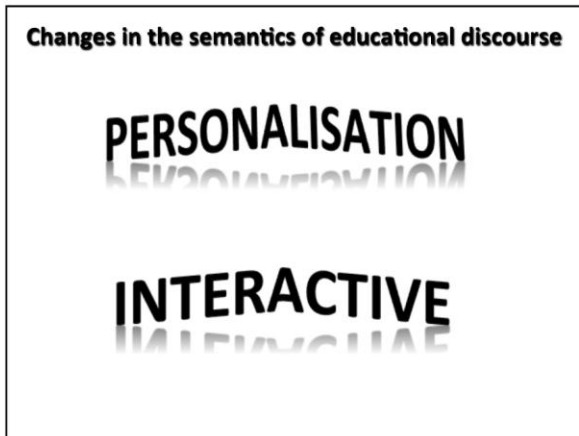
Conscious competence learning model originally attributed to Bardwell, 1969

## Features of teaching in the 21st century

- Knowledge and technology explosion
- Status of profession
- Public scrutiny and accountability
- Perceptions about 'good' teaching
- Changing paradigm of teaching
- Essential need for continuous development and learning

## Changes in models of instruction





Watch your **thoughts**, for they become **words**  
 Watch your \_\_\_\_\_, for they become **actions**  
 Watch your \_\_\_\_\_, for they become **habits**  
 Watch your \_\_\_\_\_, for they become **character**  
 Watch your \_\_\_\_\_, for it becomes your **destiny**

Anon

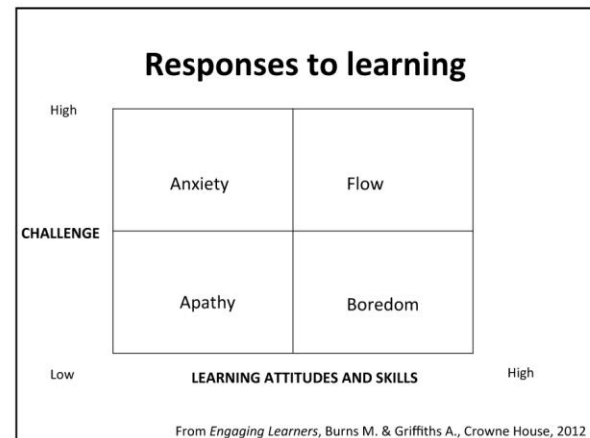
**WHAT MAKES**

**A TEACHER**

**SPECIAL FOR YOU?**

“I’ve learned that people will forget what you’ve said, people will forget what you did, **but people will never forget how you made them feel.**”

Maya Angelou



### Six foundations of ‘flow’

- Tasks are appropriately challenging.
- There are opportunities for independent and collaborative work
- Learners have necessary skills & strategies.
- Goals are clear and worthwhile.
- Feedback is an integral part of the process.
- Tasks are intrinsically motivating.

Based on Csikszentmihalyi’s concept of ‘flow’ and adapted from *Engaging Learners*, Burns M. & Griffiths A., Crowne House, 2012

‘**Passion** reflects the thrill, as well as the frustrations, of learning, it can be infectious, it can be taught, it can be modelled, and it can be learnt.’

Hattie, J. *Visible Learning for Teachers*, Routledge 2012

### Scaffolding as a multi-layered process

- Global level
- Activity level
- Local, interactional level

van Lier, 1996

### Three features of initial local, interactional scaffolding

1. using certain types of discourse exchanges
2. building on learners’ knowledge of L1 as a bridge between the familiar and the new
3. using positive feedback and praise

**'Distancing' strategies**

	Low level	Medium level	High level
<b>Story telling</b>	What's in the pictures	How the pictures relate to each other	Going beyond the pictures
<b>Drama</b>	Imitation, repetition, mime, gesture, voice, actions	Acting out, re-telling independently based on script	Exploration of issues and feelings beyond script

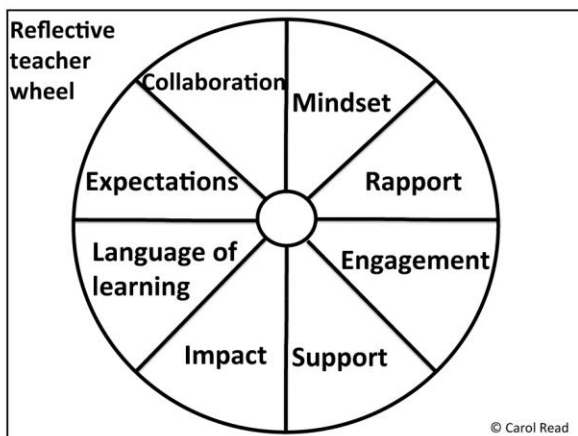
Based on Sigel (1982), quoted in *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*, Berk and Winsler, 1995, NAEYC, and Read (2006)

“Even though it does not show up in lesson plans or syllabuses, ... **local or interactional scaffolding may well be the driving force behind good pedagogy, the hallmark of a good teacher.**”

van Lier 1996, p.199

# Know thy impact

Hattie, J. *Visible Learning for Teachers*, Routledge 2012



Hope it's given you food for thought.

Thank you!