

# Teacher Mind frames and belief systems

Auckland, New Zealand - 16<sup>th</sup> November 2016

## Do teacher mind frames reflect actual practice?

### What were we looking for?

The workshop focused on teacher mind frames and belief systems. Participants worked in small groups to explore how teachers' beliefs about learning shape their teaching. These small group discussions illustrate challenges other teachers face, what they are doing to overcome them, and provide an opportunity to discuss what teachers need to support their ideal teaching practice.

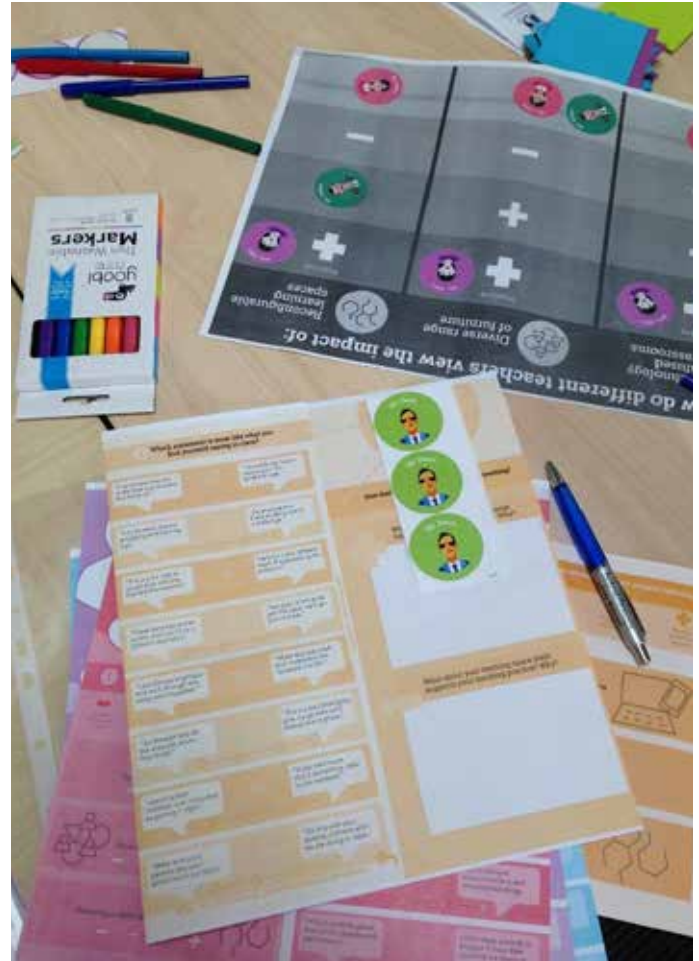
### What did we find out?

Participants were asked to rate themselves against teaching belief statements and teaching practice statements that capture what he/she would typically do in the learning space. In the main, participants' beliefs seemed to be aligned with their practices. Participants also described the ways a learning space affects their teaching practices. These include flexibility in space that can meet variety of student learning needs and can enable different teaching approaches, as well as the use of technology. Participants' comments seem to suggest that spaces become innovative when teachers make use of the possibilities that the space affords. Two elements of the learning space which least supports their teaching are: furniture that is not flexible and spaces that are too small. They also noted that the ability to have a quiet space or breakout space is important for students' independent learning.

### What does this mean for the project?

We started with the assumption that teachers who exhibit teacher mind frames as conceptualised by Hattie (2012) are "more likely to have major impacts on student learning" (p. 182). In the main, participants' mind frames seemed to reflect their practices. The only marked differences could be seen in the way teachers view what they could do to affect student learning and what they actually did in practice. This is aligned to previous research that the promotion of teacher agency does not just rely on the beliefs that individual teachers bring to their practice, but also requires collective development and consideration (Biesta, Priestley, & Robinson, 2015). Key elements that supports teachers' practices are flexibility of space to meet varying learning needs, the ability to use

different teaching approaches regardless of the space, as well as the use of technology within the space.



*Identifying mind frames and belief systems during group discussions. Worksheets helped visualise how learning spaces affected teaching practices.*

*"A learning space is what you perceive it to be. An ILE can be in a form of any space."*

Please refer to the full Technical Report, "In the real world...":  
Teachers perceptions of ILEs, available at:  
<http://www.ilet.com.au/publications/reports/>



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