Changing teacher practices

Brisbane, Australia- 3rd May 2017

What support is required to enable teachers to undertake change in their practices?

What were we looking for?

This workshop focused on examining what types of supports are required to enable teachers to undertake change in their practices. Activities involved participants visualising metaphors to help them describe the conditions in which changes in practice take place, as well as using these metaphors to describe the ideal system that would support a teacher adapting to a more innovative learning environment.

What does this mean for the project?

We started with the assumption that a system of support could be developed to change teacher practices that uses space as a pedagogic tool in order to improve student learning. Findings of the workshop centred around the inputs, enablers and outputs required for this change to take place. Providing support for teachers may enhance their capacity for change which involves learning and improvement, and encourage them to become agents of change in promoting more active student learning. Teachers also noted the importance of the quality cycle for monitoring and improvements.

What did we find out?

Participants' discussion about the elements in a system to support change can be grouped into inputs, outputs and enablers. Within the 'system', inputs could be considered as a challenge posed by the environment (a new building or facilities), an observation about teaching or learning, or an inspiration, which can transform teacher practices. Enablers could be summarised as the human resources, tools, equipment, resources, facilities and assets that allow change to take place. While participants did not discuss explicitly the outputs as a consequence of a change in practices, participants discussed the cyclical nature of improvements to ensure that its direction-setting and resourcing processes, core activities of learning, its enabling systems and infrastructure are continuously monitored and improved.

Teachers creating visual metaphors describing how change occurs in teacher practice.

> *"Belief in the changes that you're making and persisting through those even when there are challenges."*

> *"Monitoring as it goes through, tightening loose bolts we need to tighten as we go through, and then the cycle starts again."*

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

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