

# Teacher Mind Frames and Belief Systems Workshop

Phase	Type		Themes
<input checked="" type="checkbox"/> Early	<input type="checkbox"/> Strategy	<input type="checkbox"/> Collaboration & teamwork	<input checked="" type="checkbox"/> Professional development & support
<input checked="" type="checkbox"/> Implementation	<input checked="" type="checkbox"/> Tool	<input type="checkbox"/> Curriculum	<input type="checkbox"/> School structures & organisation
<input checked="" type="checkbox"/> Consolidation		<input type="checkbox"/> Design affordances	<input type="checkbox"/> Spatial competencies
		<input type="checkbox"/> Design & process	<input type="checkbox"/> Student experience
		<input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Teacher experience
		<input checked="" type="checkbox"/> Leadership & change	<input type="checkbox"/> Technology
		<input type="checkbox"/> Pedagogy	<input type="checkbox"/> Time

## What does this do?

The Teacher Mind Frames and Belief Systems Workshop is a design-thinking activity that examines how teacher mind frames reflect actual practices in innovative learning environments. Educators work in small groups to explore how their beliefs about learning shape their teaching. These small group discussions bring to light challenges other educators face, what they are doing to overcome them, and provides an opportunity to identify what educators need to support their teaching practices in innovative learning environments.

## How can it help?

The workshop builds on the premise that educators who exhibit particular teacher mind frames, as conceptualised by John Hattie,<sup>1</sup> are more likely to have major impacts on student learning. The workshop will enable educators to reflect on how their mind frames and belief systems can contribute most positively to their teaching practices in innovative learning environments.

Schools can conduct their own workshop for educators using the Facilitator Guide and resources provided.

## An example in practice

This workshop was held at Stonefields School in Auckland, New Zealand, for educators in the region. Findings from this workshop suggest that teacher agency does not only rely on the beliefs that individual educators bring to their practice, but also requires collective development and consideration of groups of educators. Participants also identified 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 as key elements of a learning environment that supports effective teaching practices.

## Where can I find this?<sup>2</sup>

The Facilitator Guide, including resources for the workshop, is forthcoming. Please contact the IETC project for more information. Further information about the workshop is available via [https://minerva-access.unimelb.edu.au/bitstream/handle/11343/194339/TechnicalReport2\\_final\\_webopt.pdf?sequence=1&isAllowed=y](https://minerva-access.unimelb.edu.au/bitstream/handle/11343/194339/TechnicalReport2_final_webopt.pdf?sequence=1&isAllowed=y) [Correct as at 27 April 2020].

1. Hattie, J. (2012). *Visible learning for teachers: Maximising impact on learning*. Abingdon: Routledge.  
 2. All Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from [ilet.com.au](http://ilet.com.au)

