

Appraisal for Teachers

Support for Professional Leaders

Webinar Two

'Open To Learning'

Video Examples



Webinar aim

This webinar is designed to:

- Briefly review the Open To Learning framework
- Guide you through the video scenarios on the Education Council website.

Conceptual Framework to improve student outcomes and dispositions to their learning



- 1. Performance Management - performance growth*
- 2. Evaluative Capability - inquiry into practice*
- 3. Open to learning framework*
- 4. Culture of Self-responsibility*



Purpose

The purpose of these resources is to enable staff to build their understanding of, and ability to use, the Open To Learning (OTL) framework for guiding their appraisal conversations with colleagues.



What you need

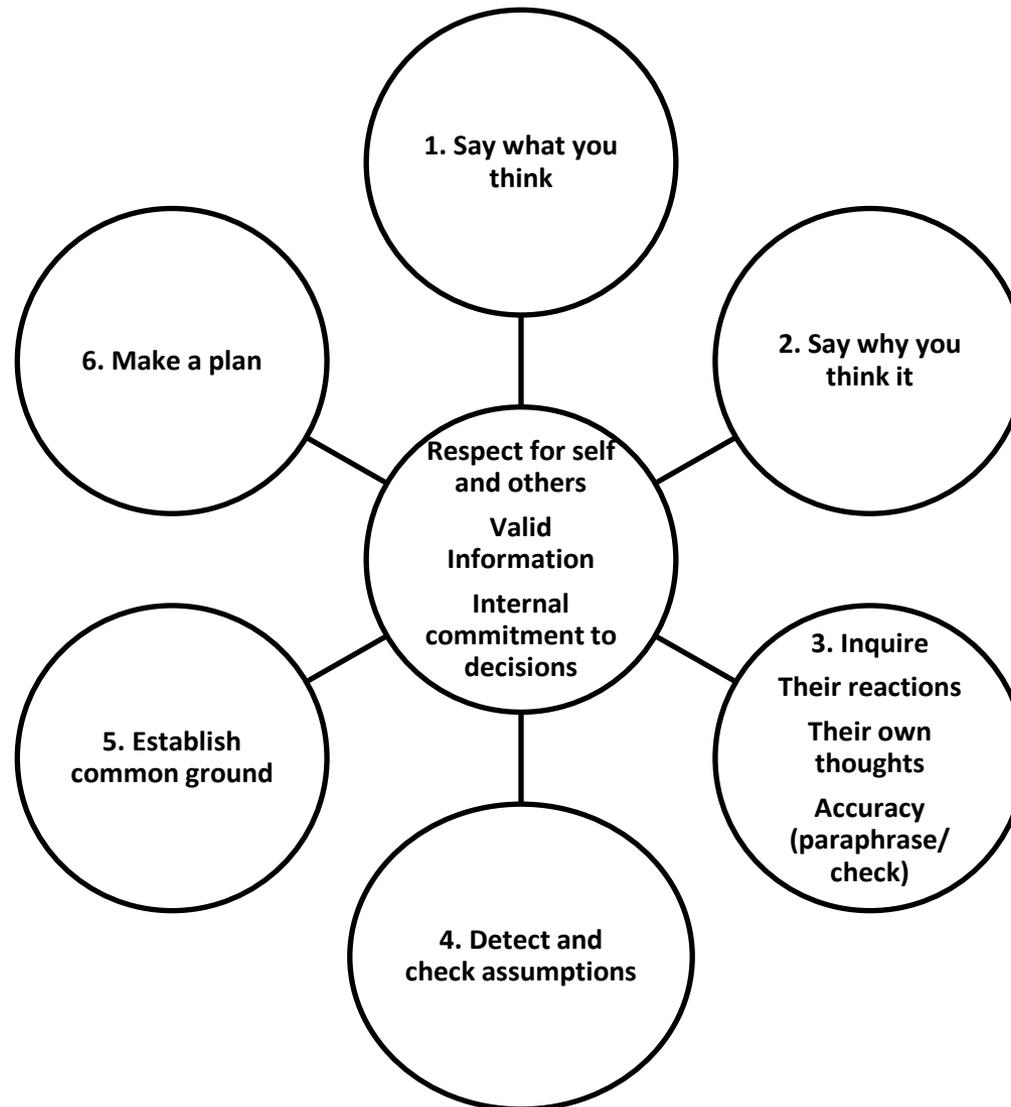
1. Open to Learning Handouts from Workshop Two (they are on the website if you need to access them again)
<http://www.educationcouncil.org.nz/appraisal-teachers-project>
2. Internet access to be able to view the videos from the links in this presentation and from the Education Council website.

Introduction and review

In workshop two we focussed on:

- ✓ Strengthening personal skills in open to learning conversations
- ✓ Strengthening the culture for open to learning conversations

Open to learning conversation – components



Why use OTL?

The more consistently we are able to use the OTL framework to interact with our colleagues, the greater the chances that they will feel we respect them, that they will feel that what we have to say is open (that your thinking is visible in your conversation), is oriented towards ‘finding the truth of things’ rather than asserting an opinion, and that we are genuinely searching for win-win solutions that do not compromise personal or organizational values.

The more our colleagues feel these things, the more likely it is that they will stay open to testing their own beliefs, assumptions, selection of evidence and reasoning, and to enabling us to test ours.

In short, both of us will stay **open to learning** about errors or limitations about how we are thinking about or reacting to a situation, and, when there is an issue between us, **committed** to find ways forward that genuinely co-construct a solution to that issue.

Synopsis of the OTL framework

Values	Strategies	Process
<ul style="list-style-type: none">• Always seek valid information	<ul style="list-style-type: none">• Ensure the agenda for the discussion is jointly agreed	<ul style="list-style-type: none">• Say what you think
<ul style="list-style-type: none">• Maintain respect for self and others	<ul style="list-style-type: none">• Manage the conversation so that both of you experience it as co-constructed	<ul style="list-style-type: none">• Say why you think it• Inquire as to what the other thinks of what you have said• Detect and check assumptions
<ul style="list-style-type: none">• Internal commitment to decisions made	<ul style="list-style-type: none">• Jointly manage the conversation so that emotional reactions are co-regulated	<ul style="list-style-type: none">• Inquire and check as to their thoughts & assumptions• Establish common ground• Make a plan

The Scenarios: introduction

There are two sets of school scenarios and one early childhood setting (A, B, C).

- A and B are schooling examples
- C is an ECE example

These clips show examples of how an open to learning conversation was used to solve everyday issues.

Please don't limit yourself to your setting scenario.

All scenarios are excellent for developing and strengthening your skills.

The Scenarios: explored

While you will use these scenarios as you choose, our suggestion is that that you will get maximum benefit from spending quite some time watching them and thinking about them within the context of the OTL framework.

However, please note that we are not claiming that any of the scenarios shown are perfect examples of OTL or a complete solution to complex situations.

Our intention is that you will be able to use them to see how applying OTL to specific conversation can make a radical difference to the quality of that conversation that then opens up the possibilities for improved genuine collaborative problem-solving.

Important

Please follow the instructions on the following slides.

Before watching the videos, review the questions and then complete the analysis on the subsequent slides.

School examples (A and B)

In the school scenarios (A, B), the first clip shows a typically tough 'conversation' in which a leader attempts to raise a concern with a teacher.

The second clip repeats the conversation but with the leader using a more consistent approach to OTL. We think that you will be able to see the differences.

Scenario A: Allan raises an issue with an experienced teacher

- Watch the first clip in the set (A1) (next slide)
- Individually, think about and write down:
 1. What points Allan was wanting to make with Mary
 2. To what extent Allan used each of the OTL processes in ways **consistent** with the values and strategies?
 3. What reaction Mary had to Allan's points
 4. What Allan might have done to have made his contribution to the conversation more OTL
- Discuss your analysis with a colleague(s). See if you can reach agreement about your analysis
- Watch the second clip (A2) (next slide)

Scenario A (Click thumbnails to view videos)

In the first set, Allan attempts to talk with Mary about the problems he sees in her teaching. Mary is an experienced secondary science teacher who achieves very poor NCEA results and shows an unwillingness to admit that there is a problem.



Scenario A1



Scenario A2

Analysis: School Scenarios

Firstly, analyse them in depth to see where they fit with the OTL framework and where they don't, so that the differences between the first and second clip of each set becomes clear.

Secondly, practice and video the same scenario with a colleague so that you can do the same analysis of your own interaction, determine where you are operating from a Closed to Learning perspective, and then practice to build your expertise in staying within OTL. The more you can operate with OTL, the more the benefits will accrue.

Analysis of A2

- Individually, think about and write down:
 1. What points Allan was wanting to make with Mary
 2. To what extent Allan used each of the OTL processes in ways consistent with the values and strategies?
 3. What reaction Mary had to Allan's points
 4. What Allan might have done to have made his contribution to the conversation more OTL
- Discuss your analysis with a colleague(s). See if you can reach agreement about your analysis.

Scenario B: Brenda raises an issue with a beginning teacher

- Watch the first clip in the set (B1) (next slide)
- Individually, think about and write down:
 1. What points Brenda was wanting to make with Terry
 2. To what extent Brenda used each of the OTL processes in ways consistent with the values and strategies?
 3. What reaction Terry had to Brenda's points
 4. What Brenda might have done to have made her contribution to the conversation more OTL
- Discuss your analysis with a colleague(s). See if you can reach agreement about your analysis
- Watch the second clip (B2) (next slide)

Scenario B (Click thumbnails to view videos)

In the second set, Brenda attempts to talk with Terry who is a primary PRT, is having significant classroom management issues, and feeling unsupported.



Scenario B1



Scenario B2

Analysis of B2

- Individually, think about and write down:
 1. What points Brenda was wanting to make with Terry
 2. To what extent Brenda used each of the OTL processes in ways consistent with the values and strategies?
 3. What reaction Terry had to Brenda's points
 4. What Brenda might have done to have made her contribution to the conversation more OTL
- Discuss your analysis with a colleague(s). See if you can reach agreement about your analysis

Scenario C: Conducting an open to learning conversation in an early childhood setting

Firstly, analyse the conversation in depth to see where it fits within the OTL framework.

1. What points was the professional leader wanting to make with the teacher?
 2. To what extent did the professional leader use each of the OTL processes in ways **consistent** with the values and strategies?
 3. What reaction the teacher had to the professional leaders' points
- Discuss your analysis with a colleague(s). See if you can reach agreement about your analysis.

Scenario C (Click thumbnail to view video)

In this early childhood setting, this clip shows a very good example of how an open to learning conversation was used to solve an everyday issue.



Scenario C

Next Steps

Now it is your turn!

Produce your own video and have a colleague analyse it with you.