

Democracy in the Classroom.

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One thesis of this conference is:

that for citizens to effectively participate in community, regional and national activities in a democratic manner, they must experience and practice democratic processes, including equity of outcomes, throughout their learning experiences.

What does this look like in
practice?

What constitutes a democratic
pedagogy and curriculum?

Relationship-Based Teacher Profile.

- Part 1: *Creating* an extended family context in classrooms and schools,
- Part 2: *Interacting* in ways that promote learning,
- Part 3: *Supporting* students, teachers and other leaders' learning.

Part 1: Creating an extended family context for learning.

- Anti-deficit thinking
- Caring for the children
- Having high expectations
- Managing learning effectively
- Knowing what needs to be learnt

Part 2: Interacting within the Learning Context.

- Listening to students
- Using evidence of current performance to determine future practice
- Interacting discursively
- Using power-sharing strategies that promote self-determination

Know Your Impact.

- What do you know about this topic already?
- What are you learning today?
- How well are you going? How do you know?
- What do you need to learn next?

The aim is to reduce the use of traditional interactions;

- Instruction
- Monitoring
- Feedback Behaviour +/-
- Feed-forward Behaviour +/-

...and to increase the use of
Dialogic Interactions.

- Prior knowledge:
- Feedback academic:
- Feed-Forward Academic:
- Co-Construction:

Interactions that;

- allow learners to engage in a range of dialogic strategies,
- are based on evidence of student performance
- are power sharing in that knowledge is constructed for a purpose and this purpose is learning.

Interactions that allow learners to;

- bring their own cultural experiences to the conversation that is learning,
- be provided with feedback and feed-forward on their efforts,
- be able to co-construct knowledge, learning contexts and curricula with others,
- engage actively in inter-personal and intra-personal dialogue,

Using power-sharing strategies that promote self-determination

- Narrative Pedagogy.
- Cooperative Learning
- Differentiated Learning

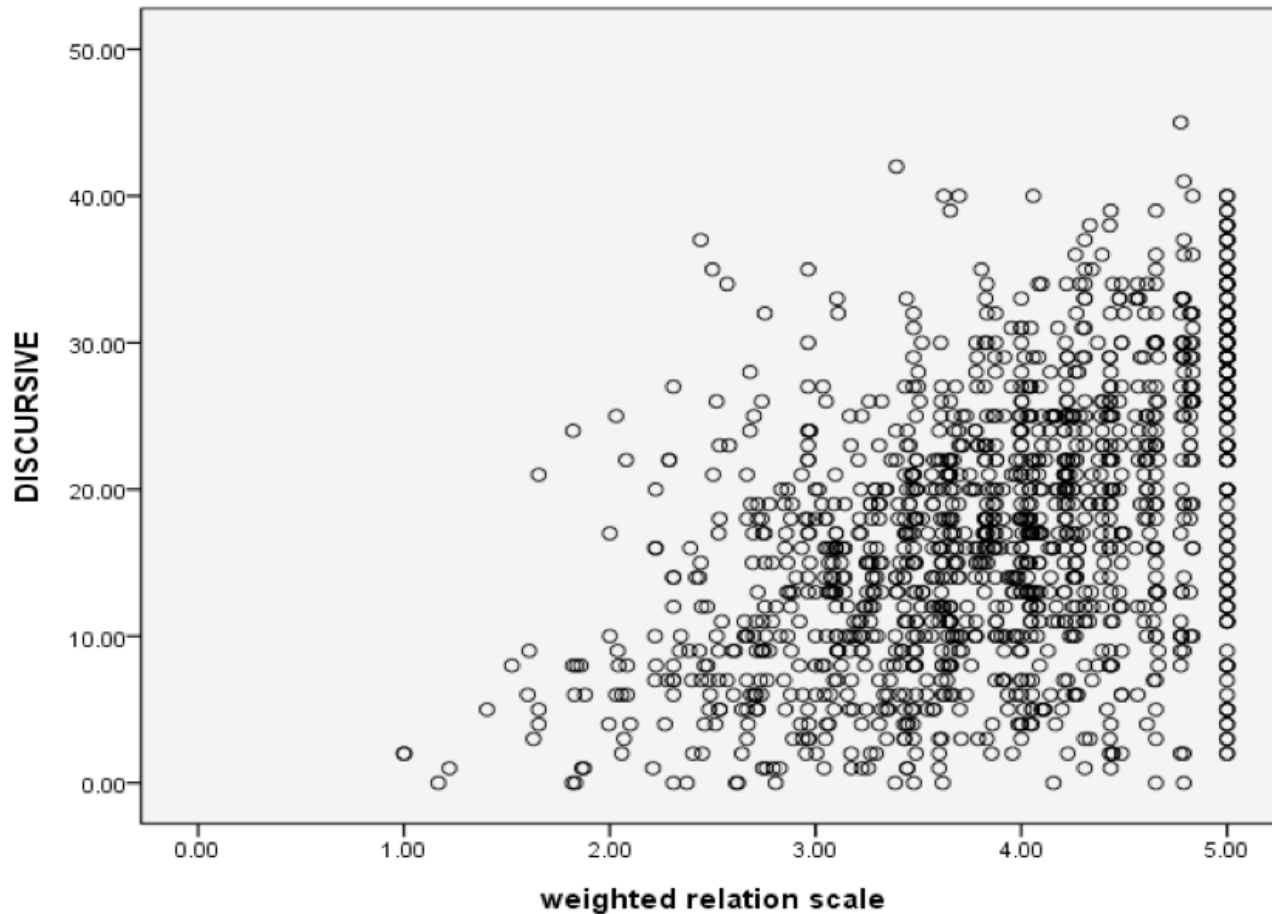
Part 3: Students, Teachers and other Leaders' learning

- In-class Observation and feedback cycles for teachers,
- Co-construction meetings at 4 levels using evidence of student progress: Teachers, Leaders of Learning, Senior leaders, Community,
- Learning new power-sharing instructional practices.

Overview: Empirical evidence of the Centrality of Relationships

- When teachers create caring and learning relationships:
- They are able to use more effective teaching interactions,
- They see more students engaged in learning AND,
- They see significant improvements in marginalised students' achievements.

Whanaungatanga/Relationships and Discursive Interactions.



Scatterplot of the predicted probability of high Discursive Practice by Whanaungatanga

Figure 1 Scatterplot of the predicted probability of high Discursive Practice by Whanaungatanga

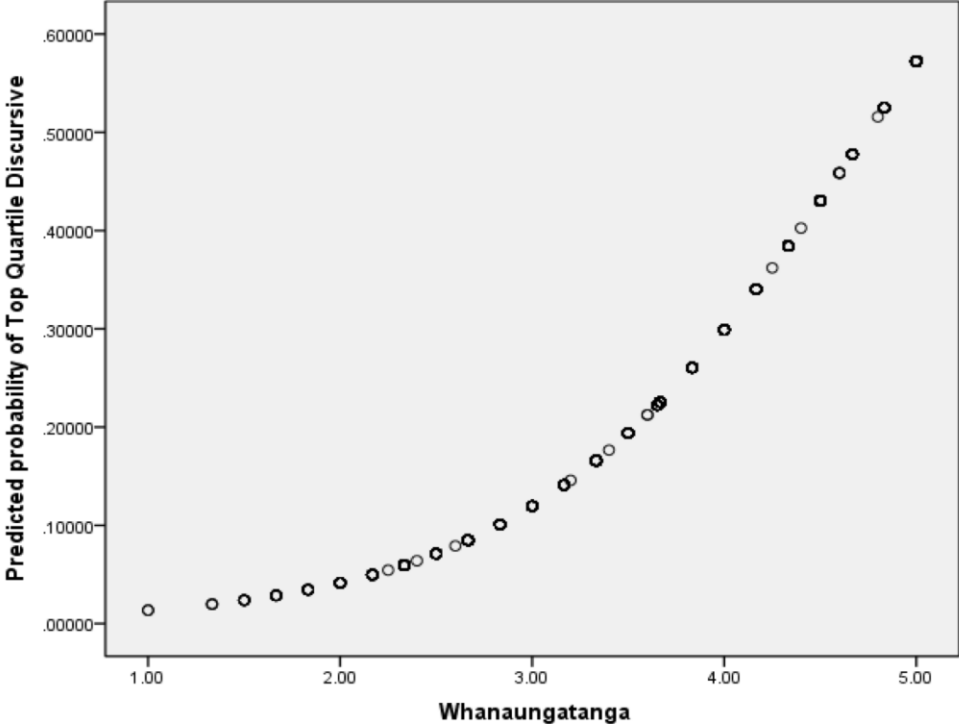


Figure 1: Scatterplot of the percentage of Engagement observed relative to the mean level of observed Whanaungatanga

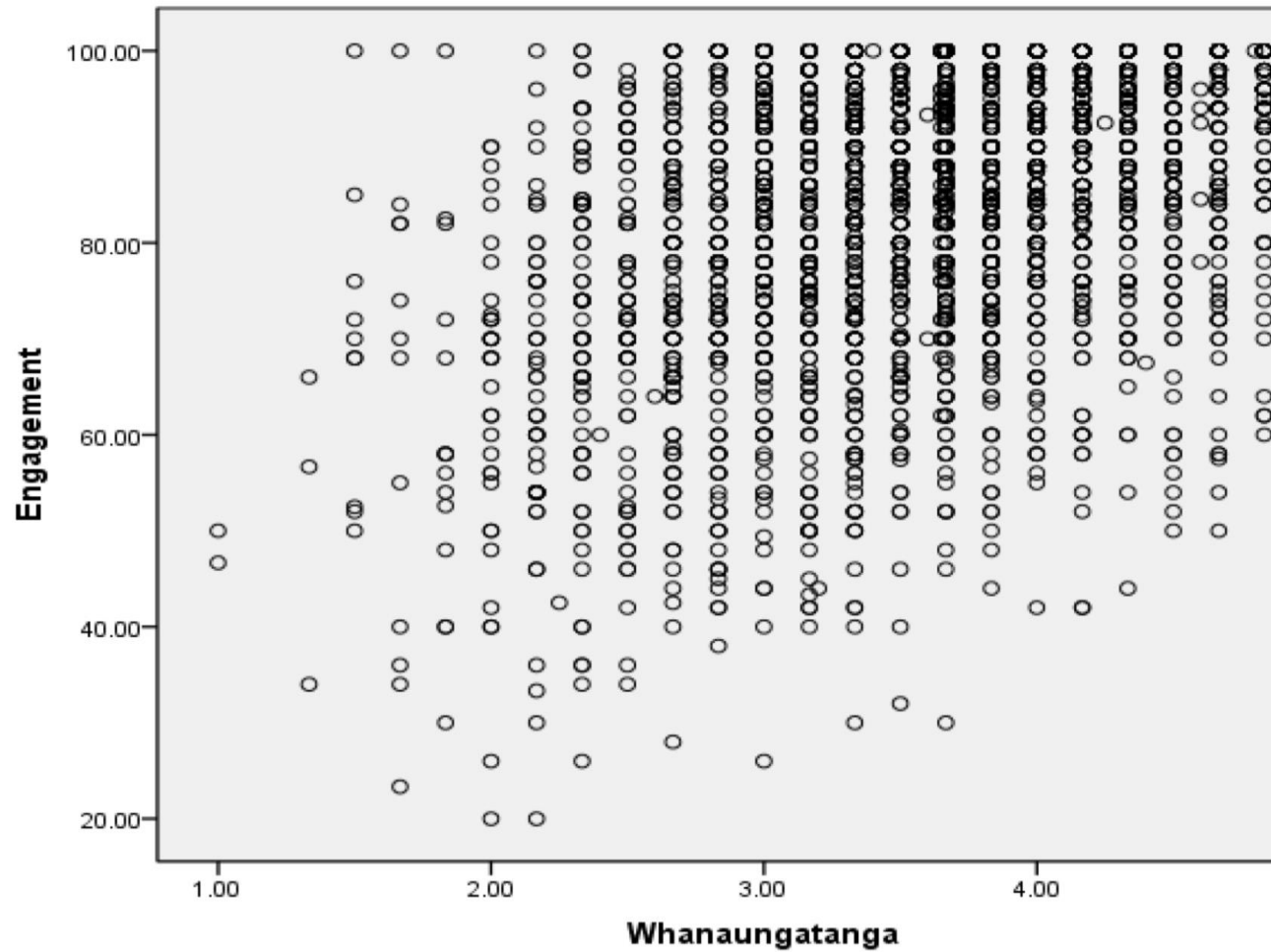
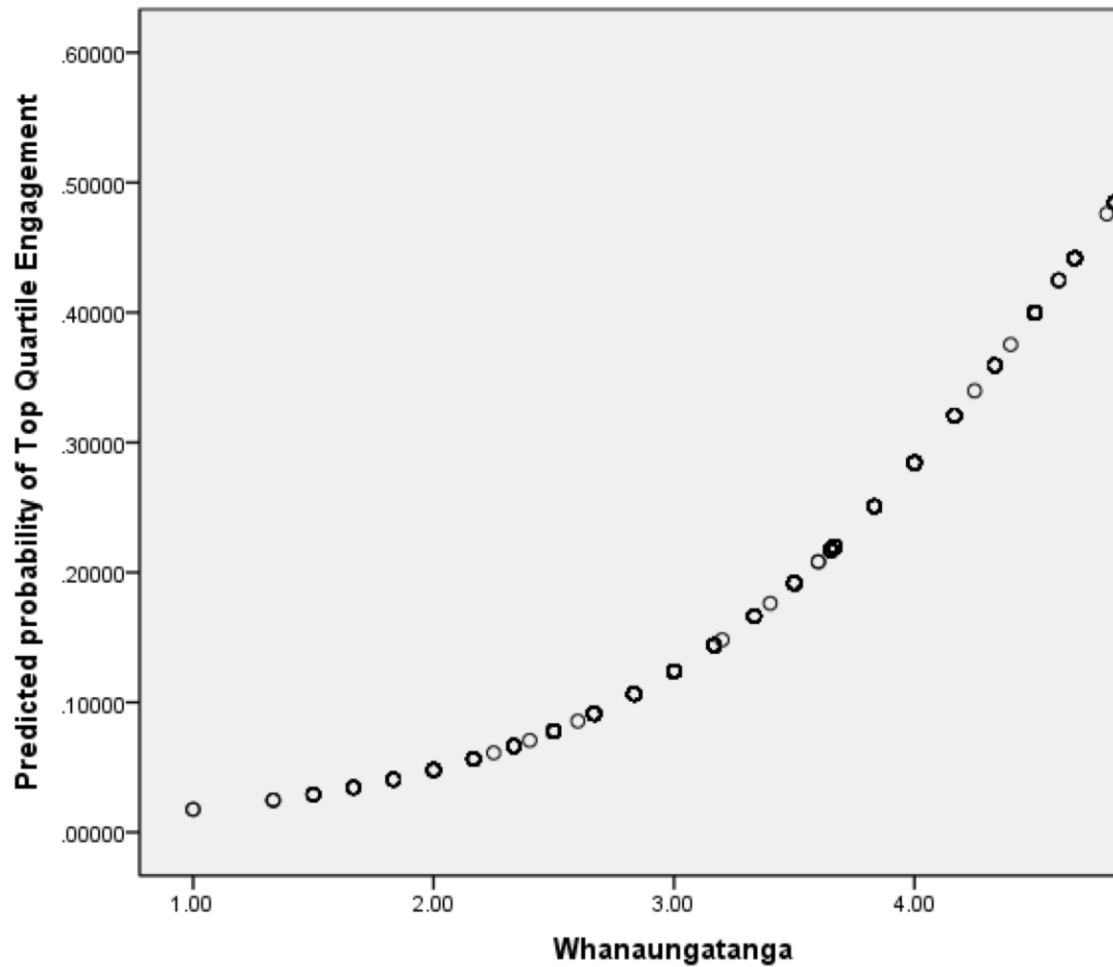


Figure 1: Figure 2 Scatterplot of the predicted probability of high Engagement by Whanaungatanga



Mathematics gain by Pedagogy

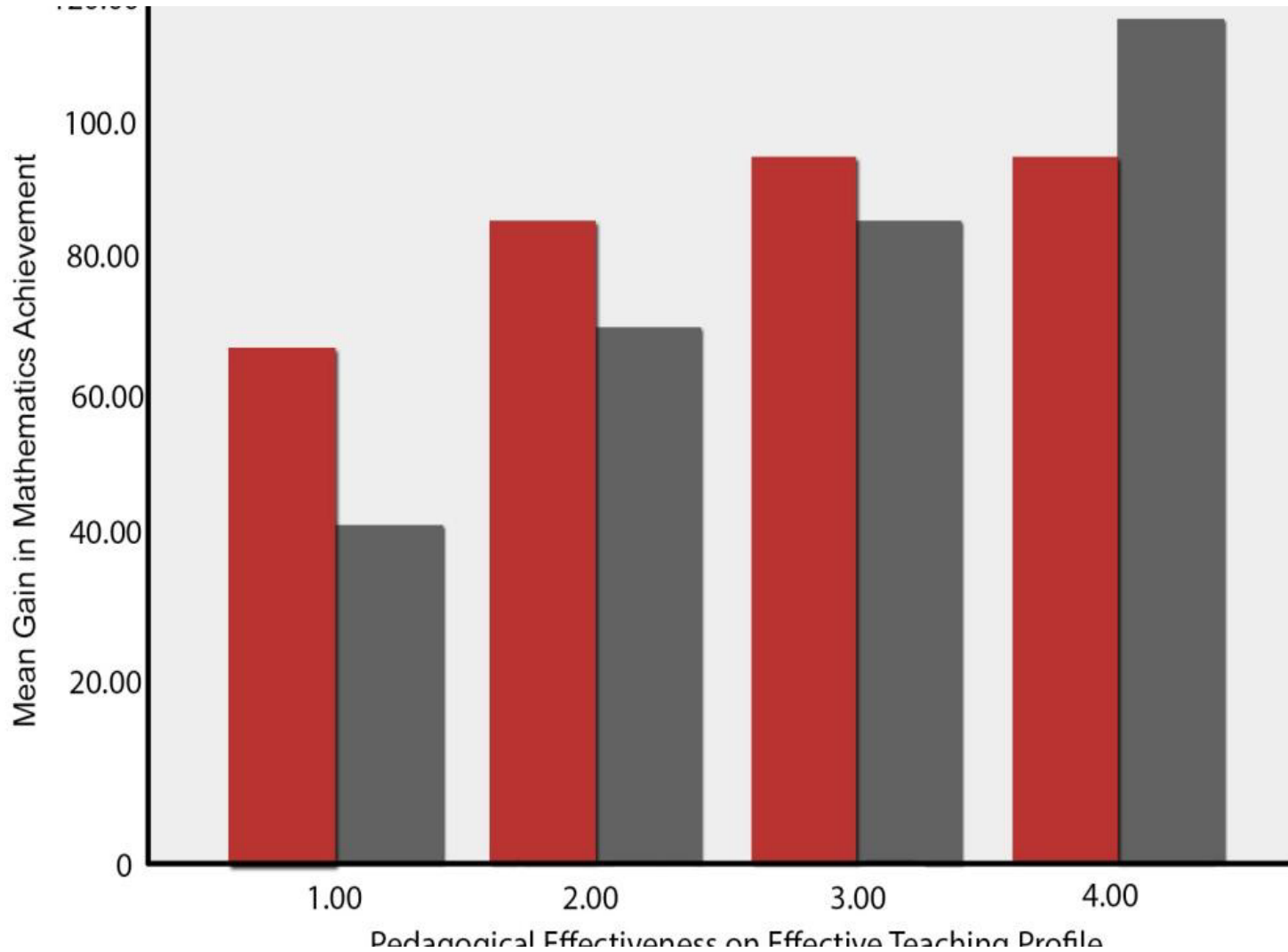
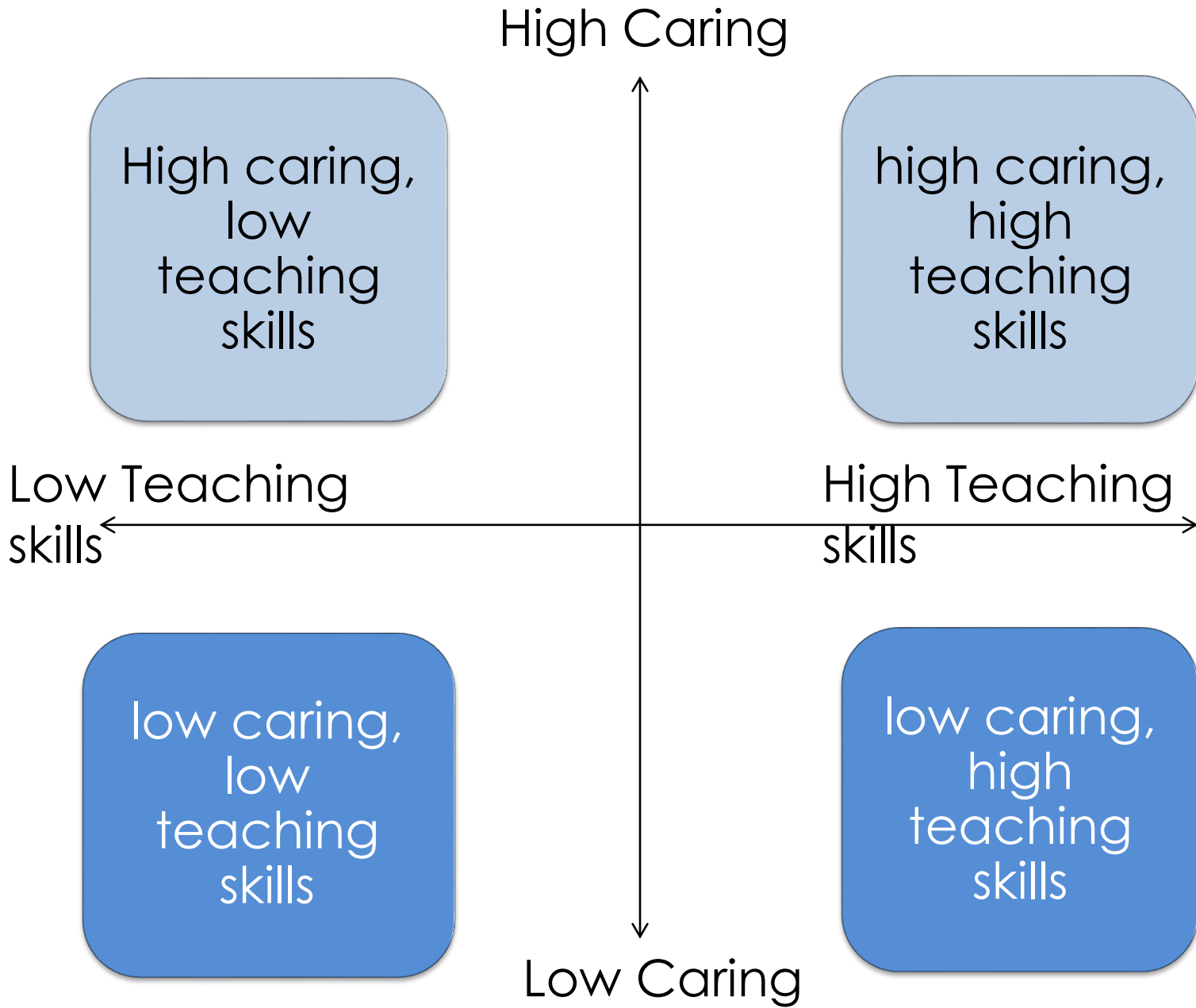


Table X: Effect sizes for each of the mean gain scores

Maori	Pedagogy by 1SD group	Mean	Effect Size
Maori	1.00 (2 SD below mean)	69.69	.35
	2.00 (1 SD below mean)	87.31	.55
	3.00 (1 SD above mean)	96.09	.63
	4.00 (2 SD above mean)	95.81	.63
	Total	89.02	.57
Non Maori	1.00	45.44	.11
	2.00	72.47	.39
	3.00	86.70	.53
	4.00	114.87	.82
	Total	82.46	.49
All	1.00	57.95	.25
	2.00	79.56	.47
	3.00	90.04	.57
	4.00	108.69	.77
	Total	85.14	.53



Which raises the question...

What do school leaders need to do?

- Ensure that pedagogic change is occurring and is being maintained in a sustainable manner
- Ensure that leadership tasks are distributed, co-constructed and owned by all involved so that pedagogic changes are embedded.

SCALING UP IMPROVING THE QUALITY OF EDUCATION EDUCATION REFORM



WILLI HOPKIN
DONNA STREIBER
WITH SUZANNE

We should see evidence of the following:

Goal: Focus should be on improving target student's participation and achievement

Evidence of **Ownership**

Development of a **Pedagogy** of Relations to depth

Development of supportive **Institutions** and Structures

Development of distributed and instructional **Leadership**

Spread of the reform to include others

Evidence of the progress of the reform in the school

Table 1: GPILSEO related to the Leadership Best Evidence Synthesis

Key features of Leadership BES findings (Robinson et al., 2009)	Effective leadership of sustainable educational reform: (Bishop & O’Sullivan, 2005; Bishop, O’Sullivan & Berryman, 2010)
<ul style="list-style-type: none"> Establishing goals and expectations 	<ul style="list-style-type: none"> Establishes and develops specific measurable <i>goals</i> so that progress can be shown, monitored and acted upon
<ul style="list-style-type: none"> Planning, promoting and evaluating teaching and the curriculum Promoting and participating in teacher learning and development Using smart tools 	<ul style="list-style-type: none"> Supports the development and implementation of new <i>pedagogic</i> relationships and interactions in the classroom
<ul style="list-style-type: none"> Ensuring an orderly and supportive environment 	<ul style="list-style-type: none"> Changes the <i>institution</i>, its organisation and structures
<ul style="list-style-type: none"> Creating educationally powerful connections 	<ul style="list-style-type: none"> <i>Spreads</i> the reform to include staff, parents, community, reform developers and policy makers so that a new school culture is developed and embedded
<ul style="list-style-type: none"> Engaging in constructive problem talk 	<ul style="list-style-type: none"> Develops the capacity of people and systems to produce and use <i>evidence</i> of student progress to inform change
<ul style="list-style-type: none"> Resourcing strategically 	<ul style="list-style-type: none"> Promotes and ensures that the <i>ownership</i> of the reform shifts are within the school

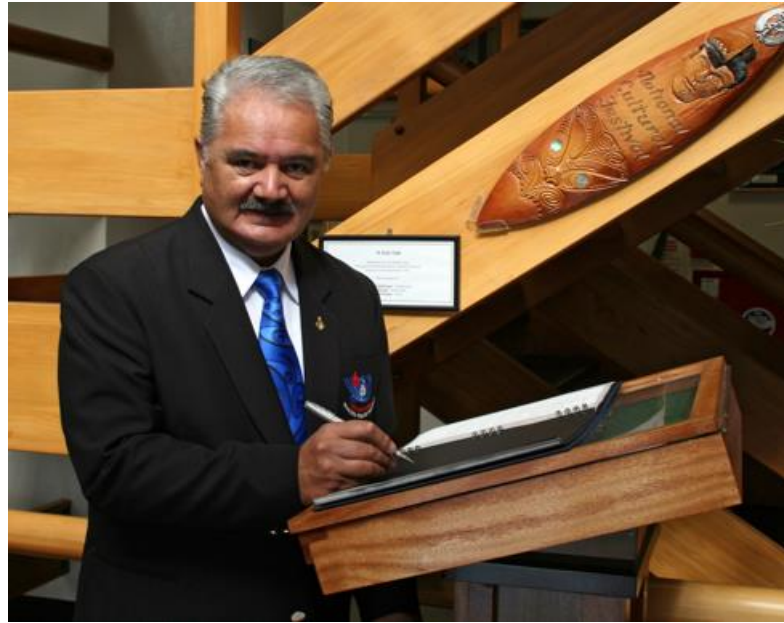
Phase 5: Data for 2010–12 reveal that:

- the achievement of Māori students (as measured by NCEA levels 1–3) in Phase 5 schools improved at around three times the rate of Māori in the comparison schools
- by 2012 the number of year 13 students achieving NCEA level 3 in Phase 5 schools was nearly three times what it had been four years earlier
- a very high proportion of year 9 and 10 Māori in Phase 5 schools (87%) reported that it felt good to be Māori in their school (“always” or “mostly”), and over 60% reported that their teachers (“always” or “mostly”) knew how to help them learn.

Phase 5: Achievement Gains. 2009-2012

Level	% difference 2009-2012	
NCEA Level1 Comparison	10.8 4.0	(41.6 -52.4) (42.1 -46.1)
NCEA Level 2 Comparison	14.7 4.8	(44.9 – 59.5) (44.1 – 48.9)
NCEA Level 3 Comparison	10.8 3.4	(32.3 – 42.3) (30.0 – 33.4)
University Entrance Comparison	3.1 2.7	(22.9 – 26.0) (21.2 - 23.9)

**Ma te Runga Rawa koutou,
e tiaki, e manaaki.**



Google. Te Kotahitanga



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