

RECONSIDERING FUNDAMENTALS OF LEARNING AND TEACHING

**Professional practice reshaped
through critical reflection**

ROYCE HOLLIDAY PhD
Education Lecturer and Consultant
School of Teacher Education
Charles Sturt University
Bathurst, New South Wales 2795
Australia

Paper presented at the combined conference of the
Australian Association for Research in Education and the
New Zealand Association for Research in Education
29 November - 2 December 1999
Melbourne, Australia

Responses to this paper are welcome
and can be sent either to the address above or to
rholliday@csu.edu.au

This paper explains the important influence of critical reflection on the renewal of professional practice. It describes the author's reconsideration of fundamentals which has led him to believe that teaching and learning is essentially concerned with learning outcomes, learning activities, learning conditions, a facilitator, a learner, and a learning context. He briefly explains how he now conceives of each of these - particularly learning outcomes and learning conditions - and provides some examples of schemas that encapsulate his reconsiderations. The paper concludes with some suggestions about how the author's current thinking could be applied to the redesign of teacher education programs in universities.

BACKGROUND

The thoughts presented in this paper come as a result of my reflecting on my professional practice and professional learning as an ex primary school teacher and state education system curriculum consultant, and currently as a university lecturer and education consultant.

Reflecting on reflecting. Being critically reflective about what we do as teachers, whether in universities or in schools or as consultants, has long been accepted as a crucial part of our professional work and ongoing professional learning. In October 1992, for example, the Australian Vice Chancellors' Committee prepared a memorandum providing guidelines for effective university teaching. Amongst the committee's expectations were that university lecturers

- need to show their students how they can be effective and committed learners and professionals through, for instance, critically self-reflection,
- need to understand how their students best learn and need to provide conditions conducive to this learning. These conditions need to include a variety of teaching/ learning approaches that match a variety of student learning needs and purposes, and
- need to maintain and update their understandings of their teaching subjects and of teaching/ learning processes through their own scholarship (e.g. their own research) and through the scholarship of others.

However, it is not enough for me to reflect on my practice; I also need to reflect on reflection, to engage in metareflection. My PhD research (Holliday 1994), concerned with how teachers learn, reminds me that reflection is the process we engage in when we think about ourselves, our world, and the relationship between the two. Reflection should lead us to challenge ourselves: to question whether the "tried and true" ways of doing things have really been properly tried and tested and whether they really are true for current purposes and contexts.

I am reminded that self-reflection is a particular type of reflection, and reflexivity is a special type of self-reflection. Reflexivity is thinking about oneself in special ways, in *critical* ways. Elliott 1991:108) explained reflexivity as "a form of self-evaluation or self-appraisal" that includes considerations of the rightness and wrongness of personal action. As he put it, "self-appraisal in the context of moral practice involves a particular type of self-reflection; namely, reflexivity". But reflexivity includes more than thinking just about self. It involves thinking about how the self is "shaped and constrained by institutional structures ... Reflexive practice necessarily implies both self-critique and institutional critique. One cannot have one without the other" (Elliott 1991:38). Schön (1983) argued that "reflective practice implies reflexivity: self-awareness ". Watson, Burke and Harste (1989:36) believed that reflexivity importantly involves the use of language which helps learners "use intuition as a basis for growth and learning ... [and which] allows each of us to name our world. The minute we label a chunk of experience, we make that experience public". And so, that is what this paper does.

Reflection, empowerment and innovation. Reflecting critically on one's own practice and the context of that practice can lead to innovative changes if the surrounding culture, or hegemony, does not over-constrain the reflective practitioner. We need not only to be aware of ourselves but of the cultural and institutional taken-for-granted influences on the self. This can lead the practitioner to being involved in "creative resistance to the hegemony of the state" (Elliott 1991:117), hegemony referring to "an organized assemblage of meanings and practices, the central, effective and dominant system of meanings, values and actions which are lived" (Apple 1979:5). Hegemony has also been described as "the meaning systems which come to have such uncritical acceptance that they become woven into the fabric of our consciousness" (Grundy 1989:90). Such meaning systems are not simply benign

systems of agreement among people. Rather they represent systems of meanings which are advantageous to certain groups. The groups that are able to make the meanings are dominant groups; dominant because they are the people who are able to have their meanings accepted and they retain their dominance because their meanings prevail (Grundy 1989:91).

The critical dimension is related to critical theories, such as that developed by Habermas (1979, 1972), which explain how people can identify, explain and resist coercion and distortion of meaning that limit their freedom - freedom to learn and to change (or not to change) teaching practice, for instance. Being critical in this sense leads practitioners "to comprehend that there are explanations for the ways in which they are experiencing the world other than the 'natural' explanations which have always been accepted" (Grundy 1987:112). As Habermas (1972:208) put it, "self- reflection is at once intuition and emancipation, comprehension and liberation from dogmatic dependence ... Only the ego that apprehends itself ... as the self-positing subject obtains autonomy".

Brookfield (1985a, 1985b, 1985c, 1981) has argued that adult learners should be empowered to develop independent thought by developing critical analysis skills. Critical awareness, that is, the process of "analysing one's experiences to achieve liberation from psychological repression ... or social and political oppression" (Tennant 1988:140) has been espoused by a number of educators, including Freire (1974a, 1974b) in his efforts to help Brazilian peasants learn to resist repressive enculturation and to bring about social change, by Brookfield (1985a, 1986) in describing self-directed learning, by Mezirow (1983) in describing the nature of andragogy, by Carr and Kemmis (1986) and Kemmis (1985) in describing action research as a process of emancipatory learning, and by Jarvis (1987a, 1987b) in describing models of the learning process.

Such writers have distinguished between critical understanding, which is the understanding that someone has who is implicated in the situation, and technical understanding, which is the understanding someone has who is detached from the situation - in other words, an onlooker. This distinction "is a central issue in adult education and it has a direct bearing on how we conceive the ideal adult learner" (Tennant 1988:143). It carries implications for the adult educator in deciding whether and how to become engaged in social change. "Initially this may be done by creating among learners a critical awareness of the oppressive nature of their position" (Tennant 1988:36). Mezirow (1983) believed that critical awareness is an attribute of truly mature adult learners. They commit themselves to learning based on a knowledge of genuine alternatives and a knowledge of their authentic needs.

Freire (1974a) has had an important influence on understandings of critical awareness. He believed that people's consciousness of their world is shaped by social, political and historical influences that can work against their own interests. When critical awareness is developed, people can distinguish between the natural influences on their lives, influences that are unalterable, and cultural influences, which are alterable. People lose control of their lives when they lack a critical awareness of their own reality, when they believe that the world is something which is fixed and to which they must adapt. This view is supported by an oppressive social structure which has a vested interest in objectifying the world, making all aspects of a person's situation appear 'natural' and therefore unalterable (Tennant 1988:141).

Critical reflection leading to reshaped professional practice. What has been expressed above assures me of the legitimacy and power of critical reflection to help me improve my professional practice. I have reconsidered fundamental, established and sometimes taken-for-granted notions of learning and teaching as they apply to university and school education, stimulated by a need to review and revitalise subjects I teach at university which

are designed to help students become effective beginning teachers (e.g. Holliday 1999a, 1999b). My reflection has involved a re-examination of a range of texts (e.g. Barry & King 1993, Brady 1995, Cole & Chan 1987, Groundwater-Smith, Cusworth & Dobbins 1998, Hatton 1996, Jackson 1986, Joyce & Weil 1980, Lovat & Smith 1990, Marsh 1998, Mc Inerney & Mc Inerney 1998, Print 1987, Romiszowski 1982, Rosenholtz 1989, Stenhouse 1978, Taba 1962) and syllabuses (e.g. Board of Studies NSW 1998) and has involved exposing, applying and testing the holistic and heuristic model of learning, the *New S,P,A,C,E Model of Learning*, that has grown out of my PhD research (Holliday 1994) in a range of settings (e.g. Holliday 1999c, 1998b, 1998a, 1997b, 1997a, 1996e, 1996d, 1996c, 1996b, 1996a, 1995h, 1995g, 1995f, 1995e, 1995d, 1995c, 1995b, 1995a).

What follows is a summary of reconsidered fundamentals of learning and teaching as I understand them at this stage. These fundamentals apply to the education of school students, to the ongoing professional learning of university lecturers and of school teachers and to the education of university students preparing to be beginning teachers. They are presented here to be tested against your experience and understandings, so that your response would be welcome.

RECONSIDERED FUNDAMENTALS

I now believe that learning and teaching involves six fundamentals:

- 1. learning outcomes,**
- 2. learning activities,**
- 3. learning conditions,**
- 4. a facilitator,**
- 5. a learner, and**
- 6. a learning context.**

Everything I can think of to do with learning and teaching relates, somehow, to these 6 fundamentals. The rest of this paper explains, in brief, my current understanding of them.

Learning outcomes. I am finding it useful (and so are my student-teachers) to consider three basic types of interrelated learning outcomes:

- a. *learning to be* outcomes,
- b. *learning about* outcomes, and
- c. *learning to do* outcomes.

These fundamental types of learning outcomes, related to syllabus requirements, need to be achieved by school students. They are types of learning outcomes that also need to be achieved by student-teachers undertaking university studies. They can guide the design of professional learning programs for teachers. In terms of writing learning outcome statements for university students, I am considering the schema on the following page.

Learning activities. In preparing these, the following need to be considered.

- a. what *the learner* does, rather than the facilitator
- b. particular content,
- c. particular purpose,
- d. the form and formation of the learning conditions,
- e. managing learning through shared control and grouping, and
- f. learning episodes.

On page 7 further, brief, elaboration is to be found on e. and f.

THREE TYPES OF LEARNING OUTCOME STATEMENTS

OUTCOME STATEMENTS	COMMENTS
<p>1) Learning to be outcome statements.</p> <p><u>Major</u> It is expected that each student-teacher will <i>learn to be an effective</i> a) (or, <i>learn to be effective as a/an</i>.....)</p> <p><u>Minor</u> It is expected that each student-teacher will <i>learn to be effective at</i> b)</p>	<p><i>Learning to be</i> outcomes are the major outcomes to be achieved by student-teachers</p> <p>a) One of the four major roles of <i>Being a Teacher</i>: Professional Learner, Colleague, Community Partner, or Facilitator (of school student learning)</p> <p>b) e.g. for the Facilitator role: assessing student learning. This and other minor <i>learning to be</i> outcomes will lead to the achievement of the major <i>learning to be</i> outcome</p>
<p>2) Learning about outcome statements.</p>	<p><i>Learning about</i> outcomes contribute to the achievement of the <i>learning to be</i> outcomes</p>
<p><u>What</u> It is expected that each student-teacher will know that being effective at b) involves <i>Indicators that the student-teacher knows this:</i></p>	<p><i>Learning about</i> outcomes can be achieved before, during or after real activities for real purposes.</p>
<p>-</p> <p><u>Why</u> It is expected that each student-teacher will know that being effective at b) is important because <i>Indicators that the student-teacher knows this:</i></p>	<p>i.e. each student-teacher will value and gain satisfaction from b)</p> <p>This recognises <i>Rationale and Values and Attitudes</i> sentiments. It addresses the question <i>Why do this ?</i></p>
<p><u>How</u> It is expected that each student-teacher will know that appropriate ways <i>to learn to be</i> effective at b) is to <i>Indicators that the student-teacher knows this:</i></p>	<p>Although there can be disagreement about appropriate ways to learn, it is incumbent upon the lecturer to make a professional judgement and to share this with student-teachers</p>
<p>3) Learning to do outcome statements.</p>	<p><i>Learning to do</i> outcomes contribute to the achievement of the <i>learning to be</i> outcomes.</p>

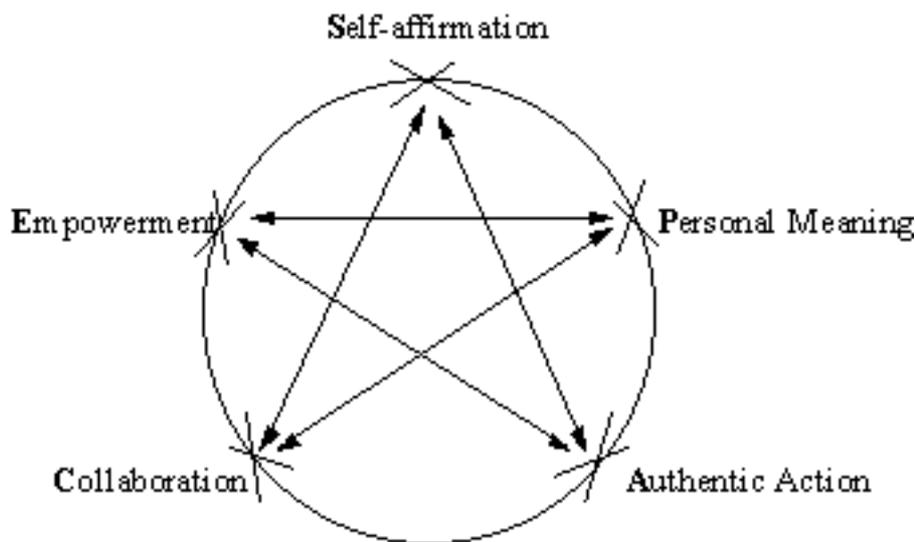
dedicated purpose. If the whole of an activity lasts for a short time (e.g. for half an hour) it can be considered a "lesson" in its own right. But if an activity lasts for a lengthy period of time such as a week, each episode could be regarded as a "lesson". A time during which a teacher and students work together towards achieving a learning outcome or outcomes can usefully be called an episode instead of being called a lesson if by doing so it is emphasised that learning usually involves a series of related rather than disjointed, or arbitrary and isolated events. Not *all* the types of learning outcomes described above need necessarily be achieved as a result of just one particular learning activity.

Learning conditions. Out of the plethora of influences on learning, sometimes imprecisely and without definition referred to as *learning conditions*, *conditions of learning*, or *conditions for learning*, I believe I have identified a particular group of five broad types of phenomena, each taking a variety of forms, which strongly influence learning and whose locus is in the learner rather than external to the learner. I define these learning conditions as *states of thinking, acting, reacting and interacting*. The conditions, each addressed in more detail below, are called

- **Self-affirmation**
- **Personal Meaning**
- **Authentic Action**
- **Collaboration**
- **Empowerment**

The influence of these conditions on the achievement of learning outcomes essentially happens while learning is taking place (i.e. they are not just *preconditions*). They are conditions *through which* learning takes place: they are conditions *through whose presence* people learn. This means that they need not only to be created as learning begins, but they need to be maintained. Their locus is the learner: they centre on the learner rather than exist outside the learner. And their relationship with each other is *synergetic* since, in combination rather than separately, they enhance each other's ability to help the learner achieve *learning to be* outcomes. "In one way or another, sometimes in obvious and explicit ways, at other times in subtle, barely discernible ways, the influences among all the five conditions of learning form an intricate web" (Holliday 1994:185). I have sometimes heard people express bemusement because, even after all their efforts to help learners by setting up one or two of the conditions (Collaboration for instance) learners have still resisted. The reason has probably been in not recognising the need to also create and maintain the other conditions.

Although each of the conditions, by itself, is already known to the world (take any of the conditions - Personal Meaning for instance - or take any form of the conditions - Narrative, for instance, as one form of Personal Meaning) it is the identification of this particular constellation of five conditions (from amongst the daunting galaxy of possibilities), as well as the *explicit and unambiguous* recognition of the synergetic relationship among *all these five*, that appears to be new. Additionally, the approach advocated here can produce a **conscious, informed, explicit and systematic approach** to preparing, managing and assessing learning programs devised for anyone - for university students, university lecturers, school students, school teachers, for example. The constellation of learning conditions can be represented as follows.



In terms of the learning needs of student-teachers at university the essential features of the five interdependent conditions can be described as follows. The conditions are needed also by lecturers.

SELF-AFFIRMATION

The student-teacher

- has a positive self concept as a learner, and
- has a growing sense of competence as a learner.

The lecturer

- ensures that the student-teacher has success experiences
- ensures that learning activities are matched to individual student-teacher and group needs and abilities
- praises the student-teacher for achievements, focussing on the student-teacher's personal improvements
- encourages the student-teacher to understand and value what they know and can do
- asks questions such as, *How do I know that the learning activity is matched to the needs and abilities of each student-teacher?*

The forms Self-affirmation can take:

PERSONAL STATE	MANIFESTATIONS
<p>Students <i>react positively</i> to their learning and <i>feel positive</i> about themselves through</p> <ul style="list-style-type: none"> • being self-accepting • experiencing self-efficacy • feeling competent • feeling confident 	<p>Students</p> <ul style="list-style-type: none"> • say positive things about their ability to achieve expected learning outcomes • say positive things about their ability to participate in learning activities • say positive things about their ability to be involved in, and show that they are will to be involved in,

<ul style="list-style-type: none"> • feeling positive self worth • feeling respected • feeling successful • feeling trusted • having a positive self-concept • having a positive self-esteem • having self-respect 	<p>the other conditions: 1) in using Personal Meaning to talk about how they are progressing, 2) in using Authentic Action to develop understandings in real circumstances, 3) in using Collaboration to learn co-operatively with others; to learn <i>with, for, and in order to teach</i>, others, 4) in using Empowerment to take some control over their own learning.</p>
---	--

PERSONAL MEANING

The student-teacher

- makes sense of their own learning in personally meaningful ways.

The lecturer

- encourages the student-teacher to use their own language to describe and explain what they are learning - the expected learning outcome/s; how they are learning - the learning activity; why they are learning - the relevance of the expected outcome and activity
- encourages the student-teacher to reflect on their learning: to describe and explain what learning attempts succeed, and what attempts do not succeed and what makes the difference
- encourages the student-teacher to identify how a subskill contributes to the achievement of a whole skill; the lecturer helps the student-teacher understand the context and the larger purpose for a subskill
- encourages the student-teacher to review previous learning, to describe and explain relationships between what they have already learned and what they are in the process of learning; between how they have already learned and how they are in the process of learning
- asks questions such as, *How will I provide each student-teacher with an opportunity to make sense in their own way of what and how they are learning? How will I help each student-teacher make connections between what they are learning in one subject compared to what they are learning in other subjects? How will I help student-teachers make connections between their present and past learning*

The forms Personal Meaning can take:

PERSONAL STATE	MANIFESTATIONS
<p>Students <i>think about</i> and <i>make sense of</i> their learning through</p> <ul style="list-style-type: none"> • critically reflecting on what they are learning and how they are learning and on the circumstances of that learning • describing to themselves what they are learning and how they are learning • explaining to themselves what they are learning and how they are learning • interpreting for themselves what they are learning and how they are learning • predicting for themselves the consequences of what they are learning and how they are learning • developing their own concepts about the what they are learning and how they are learning • making their own conceptual links between present experience and past experience • using their own analogies (such as models and metaphors) to make sense of what they are learning and how they are learning • contextualising for themselves their current learning experience within a larger purpose to make sense of what they are learning, why, and how they are learning • using their own simple conceptual frameworks, conceptual maps, and procedural structures to develop more sophisticated understandings 	<p>Students</p> <ul style="list-style-type: none"> • write about what they are learning and how they are learning, including evaluating their ability, in such forms as personal narration, personal reporting and personal learning logs and journals, influenced by critical reading of their own writing • talk to themselves about what they are learning and how they are learning, including evaluating their ability, influenced by critical listening to their own voice • create pictorial representations about what they are learning and how they are learning in such forms as pictures and diagrams, influenced by critical viewing of their own creation • create musical representations of what they are learning and how they are learning, influenced by critical listening to their own creation • create movement and dance representations of what they are learning and how they are learning, influenced by critical viewing of their own creation • create dramatic representations of what they are learning and how they are learning, influenced by critical viewing and listening of their own creation • create constructions such as models, both 3D and 2D, to represent what they are learning and how they are learning, influenced by critical reading of their own creation

<p>and procedures</p> <ul style="list-style-type: none"> • developing their own generalisations about how learning best happens based on what they are learning and how they are learning 	
--	--

AUTHENTIC ACTION

The student-teacher

- learns to do by doing, learns to be by being.

The lecturer

- involves the student-teacher in real activities for real purposes in real contexts
- encourages experiment, risk-taking and learning from mistakes
- prepares the student-teacher for, and helps manage and assesses the student-teacher's performance on teaching practicums
- involves the student-teacher in simulations when real activities are not possible or desirable
- asks questions such as, *How will I make the activity real and for a real purpose? How will I encourage each student-teacher to experiment, risk-take and learn from mistakes?*

The forms Authentic Action can take:

PERSONAL STATE	MANIFESTATIONS
<p>Students <i>act in authentic and practical ways</i> through</p> <ul style="list-style-type: none"> • regarding trial-and-error, mistakes, as a necessary part of learning • subscribing to a "have a go" attitude • liking to try out ideas in practice, in real life situations 	<p>Students</p> <ul style="list-style-type: none"> • participate in real activities for real purposes in real circumstances • put ideas into practice - their own ideas and others' • participate in simulation activities such as role play

<ul style="list-style-type: none">• believing in the importance of first-hand, hands-on, experience• liking to develop and practise skills in real situations• believing in learning to do by doing• believing in learning to be by being• enjoying experimenting• liking to be practical• emphasising the importance of doing and not just thinking about doing•	<ul style="list-style-type: none">• are active, they do things• make and do things that are practical, useful•
--	--

COLLABORATION

The student-teacher

- learns from, with and in order to teach others (e.g. other student-teachers).

The lecturer

- encourages student-teachers to attend to explanations, descriptions, demonstrations and commentaries provided by each other, and by the lecturer

- encourages group work amongst student-teachers so that they learn from, with and in order to teach each other within groups and between groups

- is one of the learners, learning from, with and in order to teach student-teachers,

explaining, describing, demonstrating and commentating on what it is to be a professional learner

- asks questions such as, *What opportunities will I give student-teachers to work together when they need to so they can learn in supportive relationship with each other?*

The forms Collaboration can take:

PERSONAL STATE	MANIFESTATIONS
<p>Students <i>positively interact with</i> and <i>respond</i> to others through</p> <ul style="list-style-type: none"> • holding an attitude of "group centredness" rather than "self-centredness" • realising that they cannot usually learn without help from others at times • feeling a need to learn alone at times, but at the same time knowing they can find help when they need it • realising they need encouragement and respect from others • realising that they can learn, not only from others, but through teaching others 	<p>Students are provided by others, and they themselves provide others with</p> <ul style="list-style-type: none"> • descriptions of expected learning outcomes and how they can be achieved • demonstrations of how expected learning outcomes can be achieved • explanations of expected learning outcomes and how they can be achieved • interpretations of expected learning outcomes and how they can be achieved • predictions of the consequences of achieving particular learning outcomes how they are to be achieved • concepts related to expected learning outcomes and how they are to be achieved • conceptual links between present experience and past experience • analogies (such as models and metaphors) to make sense of the expected learning outcome and how it is to be achieved • contexts for their current learning experience within a larger purpose to help make sense of the expected learning outcome, why it should be achieved, and how it is to be achieved • simple conceptual frameworks, conceptual maps, and procedural structures upon which to build more sophisticated understandings and procedures

	<ul style="list-style-type: none"> • generalisations about how learning best happens based on expected learning outcomes and how they are to be achieved • times when they work alone while maintaining the possibility of working with others
--	--

EMPOWERMENT

The student-teacher

- has a sense of ownership over learning outcomes and a sense of control over learning activities.

The lecturer

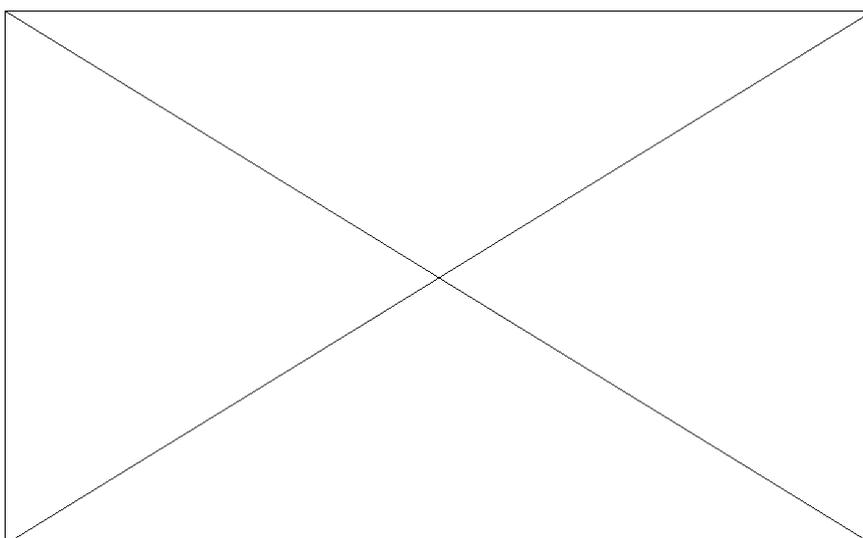
- shares control of learning with student-teachers
- decreases ownership and control of learning as student-teachers grow in confidence and competence
- shows student-teachers how they can prepare for, manage, and assess their own learning
- organises learning so that at times it is lecturer-directed, at times co-directed and at times is student-teacher-directed
- involves student-teachers in making decisions about what they are to learn and how they are to learn; involves them in making choices about their learning
- enables student-teachers to progress at their own pace and to begin learning something new at their entry level of ability
- asks questions such as, *What opportunities am I going to provide student-teachers to participate in choosing what and how they learn? How am I going to enable student-teachers to progress at their own pace according to their individual and group levels of ability?*

The forms Empowerment can take:

<p>PERSONAL STATE</p> <p>Students <i>react positively</i> to their learning and <i>have a sense of control</i> over their learning through</p> <ul style="list-style-type: none"> • feeling a need to have some say 	<p>MANIFESTATIONS</p> <p>Students</p>
--	---------------------------------------

<p>about what they do</p> <ul style="list-style-type: none"> • wanting to make decisions for themselves • needing to make their own choices • accepting justifiable constraints while pursuing personal freedoms • feeling a sense of ownership over learning outcomes • feeling a sense of control over ways of achieving learning outcomes • 	<ul style="list-style-type: none"> • decrease their dependency on the teacher • make their own decisions about what learning outcomes they want to achieve, the forms and formations the other learning conditions should take, and the types of learning activities they would like to be involved in • adapt already known ideas and procedures • invent and apply new procedures • manage their own resources, including time • prepare their own learning, manage it and assess it • identify and solve their personal learning difficulties, knowing how to gain support from others • apply their own preferred learning styles •
--	--

Entering the constellation of learning conditions. How can the five learning conditions be created and then maintained? Where should we start and how should we continue? Creating and maintaining the S,P,A,C,E learning conditions can be managed by entering the constellation through Collaboration (C), or Authentic Action (A), or Personal Meaning (P) and then moving on to create the other two conditions while maintaining those we have started with. The other two conditions, Self-affirmation (S) and Empowerment (E) need to be created and maintained whatever the entry point. The notion of *entry points* can be depicted as follows.



A usual learning cycle, I think, is probably INPUT → DOING SOMETHING REAL → MAKING SENSE. For example as university lecturers we provide some type of guiding input, then send student-teachers out on their practicum, and later invite them to make sense of their practicum experiences. But there are other ways. Student-teachers could start at the Authentic Action entry point (with a minimum of input), or the Personal Meaning entry point. Starting a new learning activity at the Personal Meaning entry point, for instance, can involve student-teachers in reflecting on their own learning needs and abilities before they are given input about the established learning theories of other people. This allows them 1) to realise they already know a lot that is important (which helps create and maintain the Self-affirmation condition for them) and 2) supports their learning by helping them link new information to information they already have: it helps them test and strengthen their personal theories of learning by examining the theories of others.

The *entry points* idea can be represented by the following schema. Using this in conjunction with a consideration of the three types of learning outcome could suggest a way of conceiving and implementing research concerned with the influence of different entry point options on the achievement of the three different types of learning outcomes. Are there ideal options for the achievement of particular types of outcomes?

**THE S,P,A,C,E LEARNING CONDITIONS:
ENTRY POINT OPTIONS**

from	to	to
_____ Self-Affirmation C <u>Empowerment</u>	_____ Self-Affirmation C → A <u>Empowerment</u>	_____ Self-Affirmation C → A → P <u>Empowerment</u>
_____ Self-Affirmation C	_____ Self-Affirmation C → P → A	_____ Self-Affirmation C → P → A

<u>Empowerment</u>	<u>Empowerment</u>	<u>Empowerment</u>
Self-Affirmation A <u>Empowerment</u>	Self-Affirmation Aà P <u>Empowerment</u>	Self-Affirmation Aà Pà C <u>Empowerment</u>
Self-Affirmation A <u>Empowerment</u>	Self-Affirmation Aà C <u>Empowerment</u>	Self-Affirmation Aà Cà P <u>Empowerment</u>
Self-Affirmation P <u>Empowerment</u>	Self-Affirmation Pà C <u>Empowerment</u>	Self-Affirmation Pà Cà A <u>Empowerment</u>
Self-Affirmation P <u>Empowerment</u>	Self-Affirmation Pà A <u>Empowerment</u>	Self-Affirmation Pà Aà C <u>Empowerment</u>

Holliday, R.R. (1999) *Reconsidering fundamentals of learning and teaching: professional practice reshaped through critical reflection*. Paper presented at the combined conference of the AARE and NZARE 29 Nov-2 Dec 1999, Melbourne, Australia

Perhaps a schema in the form of a matrix such as the following could help to conceptualise and systematise research into the relationships between entry point options and the three types of learning outcomes.

**THE RELATIONSHIP BETWEEN LEARNING CONDITION ENTRY POINTS AND
THREE TYPES OF LEARNING OUTCOMES**

LEARNING CONDITIONS ENTRY POINT OPTIONS	LEARNING TO BE OUTCOME	LEARNING ABOUT OUTCOME	LEARNING TO DO OUTCOME
Self-Affirmation Cà Aà P			

Empowerment			

Self-Affirmation Cà Pà A <u>Empowerment</u>			

Self-Affirmation Aà Pà C <u>Empowerment</u>			

Self-Affirmation Aà Cà P <u>Empowerment</u>			

Self-Affirmation Pà Cà A <u>Empowerment</u>			

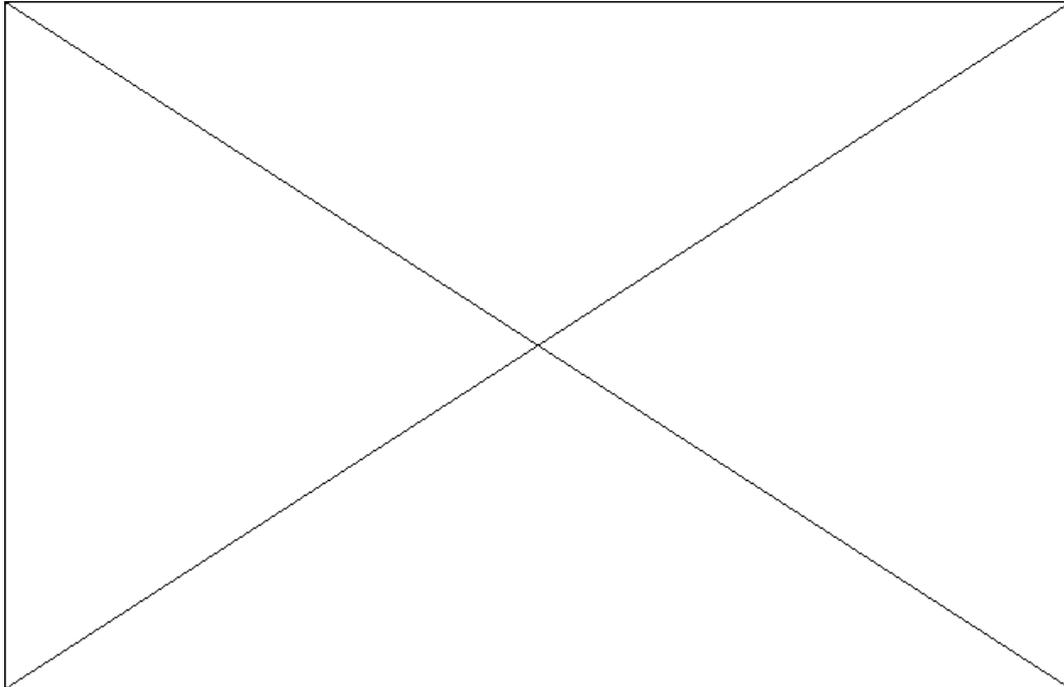
Self-Affirmation Pà Aà C <u>Empowerment</u>			

A facilitator. The fundamental responsibility of the facilitator is to provide learning opportunities for the learner by 1) being proactive: initiating learning opportunities and assuming the responsibility for sustaining actions, and 2) being reactive: supporting the learner's attempts to initiate their own learning opportunities and to take responsibility for sustaining their own actions. Whether a facilitator carries out this responsibility will be strongly influenced by the facilitator's own perceived need and perceived ability to do so.

A learner. The fundamental responsibility of the learner is to 1) be reactive: accepting and capitalising on learning opportunities and actions initiated and sustained by the facilitator and 2) being proactive: initiating learning opportunities for oneself and to taking responsibility for sustaining one's own actions, seeking the facilitator's support when needed. Whether a learner carries out this responsibility will be strongly influenced by the learner's own perceived need and perceived ability to do so.

The interaction between a facilitator and a learner. As I interact with my university students, I have had to ask myself who should direct the learning and under what circumstances. The following diagram is an attempt to represent three types of interactions. Ultimately I would like my students to be self-directing beginning teachers, able to prepare, manage and assess their own ongoing professional learning. These three types of

interactions apply to school teachers and their students. They apply to education training and development personnel and the teachers they would influence.



- Lecturer-directed learning

The lecturer is proactive and the student reactive. The lecturer initiates decisions and assumes the responsibility for sustaining actions.

- Co-directed learning

The lecturer and student-teacher are co-active. Together they initiate decisions and share the responsibility for sustaining actions.

- Student-teacher-directed learning

The student-teacher is proactive and the lecturer is reactive (if needed at all). The student-teacher initiates decisions and assumes the responsibility for sustaining actions.

Three fundamental processes. Whatever the setting, for example university or school, *Being a Teacher* involves the cyclical processes of *Preparing, Managing, and Assessing*. This cycle can apply to the "training and development" of teachers.

1) *Preparing for learning* which involves

1. deciding on desirable and attainable learning outcomes and likely indicators of their achievement,
2. deciding on the content of learning activities
3. deciding on the attendant learning conditions that will best help the student achieve the learning outcomes, and

4. deciding on valid assessment, feedback and reporting procedures.

Each of these decisions is based on an understanding of

- a. the learner's needs, abilities and knowledge, which are influenced by the learner's past learning,
- b. the facilitator's abilities and knowledge, which are influenced by the facilitator's past learning,
- c. the learning context, including available resources.

2) *Managing learning* which involves

- conducting learning activities, and
- creating and maintaining the learning conditions

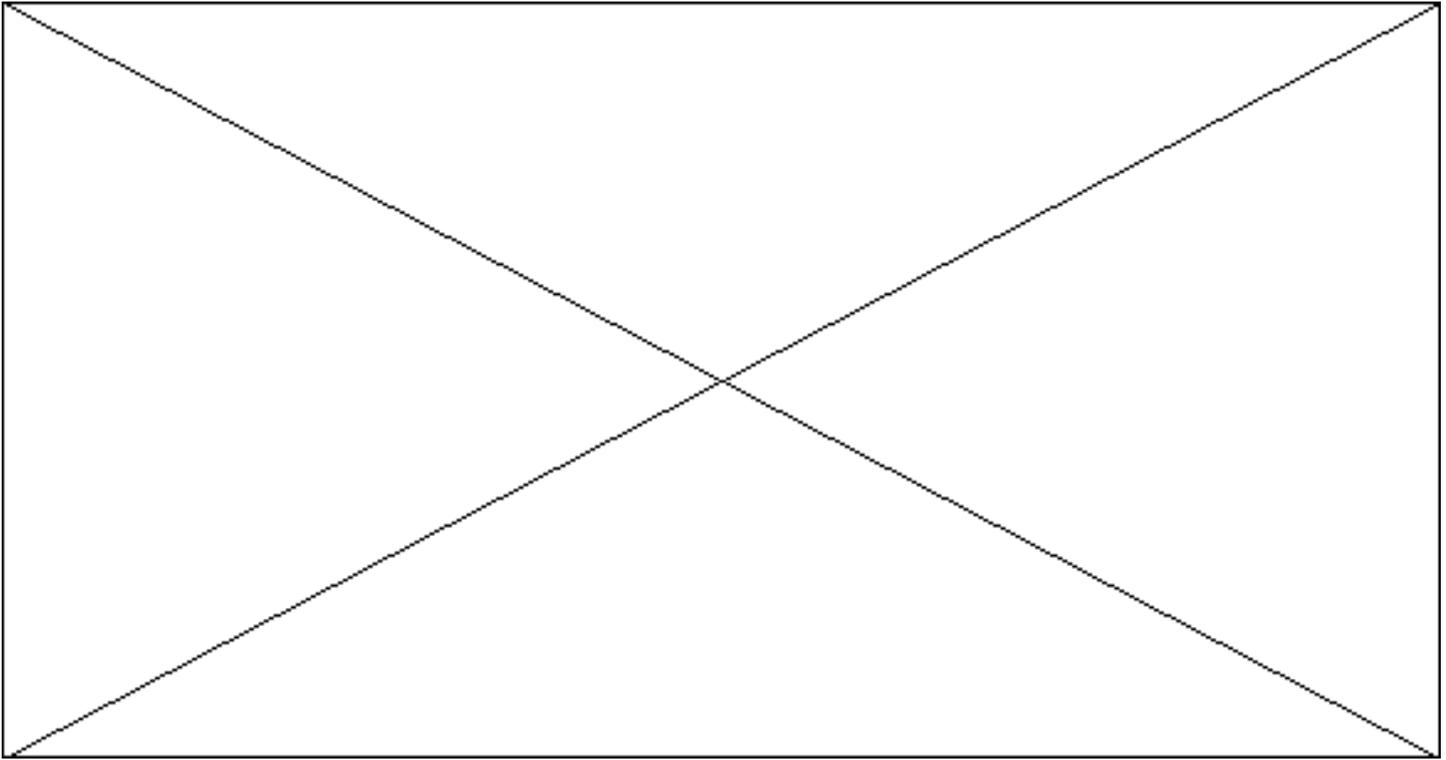
3) *Assessing learning* which involves

- undertaking continuous and cumulative assessments,
- being guided by indicators of learner achievement of the expected learning outcomes,
- providing feedback for the learner, and
- reporting to appropriate others.

Assessment of learning informs preparations for further learning.

Self-directed learners are able to effectively *prepare* for their own learning, *manage* their own learning, and *assess* their own learning.

Being a Teacher: the four major roles. I have arrived at a stage where I believe that *being a teacher* in the school setting involves the four major interrelated roles of *Teacher as Learner*, *Teacher as Colleague*, *Teacher as Community Partner*, and *Teacher as Facilitator* (of school student learning). The ultimate role is that of *Teacher as Facilitator* which needs to be supported by the other roles. While particular values, understandings and abilities are needed for each of these roles, being a teacher also requires generic attributes, that is, general values, understandings and abilities that are needed for two or more of the roles. The four major roles have been depicted as follows (Holliday 1999a, 1999b).



Plus generic attributes: values, understandings and abilities that involve two or more of the roles

A learning context. There are two interrelated contexts that influence what is learned, by whom, why and how: the situational context (e.g. university, school, classroom) and the socio-political context.

SOME EMERGING APPLICATIONS

I have discovered again the stimulus to renewal and innovation of going back to first principles, of reconsidering fundamentals of learning and teaching. The thinking I have presented above has led me to begin, with the support of colleagues,

- 1) to redesign the way my university students prepare and carry out their teaching practicum lessons, and
- 2) to redesign education degrees by using a staged learning outcome approach.

Each of these could be the subject of conference papers in their own right. Suffice it here to present on pages 19 to 24 some examples of emerging and experimental applications of the reconsidered fundamentals described above:

- A S,P,A,C,E, Learning Action Plan showing how the five conditions described above might be consciously incorporated into lessons, as might apply to a handwriting lesson.
- A *Learning Activity Template* which I have been testing and altering in conjunction with First Year student-teachers on a recent teaching practicum.
- A staged outcome framework schema for designing a teacher education program. This proposes 4 stages that student-teachers would normally be expected to progress through in

the achievement of a 4 year teacher-education degree. Stage five would be achieved by outstanding student-teachers who would achieve better than would be normally expected.

- Three extracts from a proposed prototype of a booklet of staged learning outcome statements that could be used in redesigning teacher education programs in universities. This extract refers only to two of the four major roles of *Being a Teacher*: Teacher as Learner, and Teacher as Colleague.

REFERENCES

Apple, M. (1979) *Ideology and the Curriculum*, London, Routledge & Kegan Paul.

Australian Vice Chancellors' Committee (1992) Memorandum concerning guidelines for effective university teaching (19th October)

Barry, & King, Len (1993) *Beginning Teaching*, Wentworth Falls, Social Science Press.

Board of Studies NSW (1998) *English K-6 Syllabus*, Sydney.

Brady, Laurie (1995) *Curriculum Development*, Sydney, Prentice Hall.

Brookfield, S. (1981) "The adult learning iceberg: a critical review of the work of Allen Tough", *Adult Education*, 54, 2, 110-18. «cited in Tennant 1988:7»

Brookfield, S. (1985a) "Self-directed learning: a critical review of research" in Brookfield, S. [Ed.] *Self-Directed Learning: From Theory to Practice*, San Francisco, Jossey-Bass. «cited in Tennant 1988:7»

Brookfield, S. (1985b) "A critical definition of adult education", *Adult Education Quarterly*, 36, 1, 44-9. «cited in Tennant 1988:7»

Brookfield, S. (1985c) "Self-directed learning: a conceptual and methodological exploration", *Studies in the Education of Adults*, 17, 1, 19-32. «cited in Tennant 1988:7»

Brookfield, S. (1986) *Understanding and Facilitating Adult Learning*, San Francisco, Jossey-Bass. «Mitchell:374.973/BRO/1; 374/BRO/1; 154.421/BRO/1 »

Carr, W. and Kemmis, S. (1986) *Becoming Critical: Education, Knowledge and Action Research*, London, Falmer Press. «quoted in Gollop 1992:137; Tennant 1988:140, Elliott 1991:116»

Cole, Peter G. & Chan, Lorna K.S. (1987) *Teaching Principles and Practice*.

Elliott, John (1991) *Action Research for Educational Change*, Milton Keynes, Open University Press.

Freire, Paulo (1974a) *Pedagogy of the Oppressed*, Harmondsworth, Penguin.

Freire, Paulo (1974b) *Education: The Practice of Freedom*, London, Writers and Readers. «Tennant 1988:140»

Groundwater-Smith, Cusworth, Robyn & Dobbins, Rosie (1998) *Teaching. Challenges and Dilemmas*, Sydney, Harcourt Brace.

Grundy, Shirley (1987) *Curriculum: Product or Praxis?* London, The Falmer Press.

Grundy, Shirley (1989) "Beyond Professionalism", in Carr, Wilfred [Ed.] *Quality in Teaching: Arguments for a Reflective Profession*, London, The Falmer Press

Habermas, J. (1972) *Knowledge and Human Interests*, London, Heinemann.

Habermas, J. (1979) *Communication and the Evolution of Society*, Boston, Beacon.
«cited in Tennant 1988:150»

Hatton, Elizabeth [Ed] (1996) *Understanding Teaching. Curriculum and the social context of schooling*, Sydney, Harcourt Brace.

Holliday, R.R. (1994) *Teachers as Learners: A case study of conditions that promote teachers' professional learning*. Unpublished Ph.D. thesis, University of New England, Australia.

Holliday, R.R. (1995a) *Applying Holliday's S.P.A.C.E. Model of Teacher Learning to the Work of Reading Recovery Tutors*. A paper prepared for a conference of NSW Reading Recovery Tutors, Dec.

Holliday, R.R. (1995b) *S.P.A.C.E., a Model of Teacher Learning. A paper prepared for the Australian Association for Research in Education conference*, Hobart, Nov.

Holliday, R.R. (1995c) *The School as a Learning Community: conditions of teacher learning*. A paper prepared for the staff of Railwaytown Public School, NSW, May.

Holliday, R.R. (1995d) *Teacher Professional Learning: ideas and work sheets*. Prepared for the staff of Railwaytown Public School, NSW, May.

Holliday, R.R. (1995e) *Creating Conditions of Teacher Learning*. A paper written for the National Professional Development Program Facilitator Training Course, Outcomes and Profiles Modules 3, 4 and 5, April.

Holliday, R.R. (1995f) *Why Do Teachers Change?* A paper prepared for a conference of Education Consultants of the Western Region of the NSW Department of School Education, April.

Holliday, R.R. (1995g) *A Summary of the Intentions and Outcomes of Holliday's Research*. A presentation at the Training and Development Directorate of the NSW Department of School Education, March.

Holliday, R.R. (1995h) *How Teachers Learn*. A presentation at the "English 2000, Building the Continuum" conference of personnel of the Western Region of the NSW Department of School Education, March.

Holliday, R.R. (1996a) *Leaders Leading School Learning Communities Using Holliday's S.P.A.C.E. Model of Teacher Learning*. A paper presented at a conference of the Australian Council for Educational Administration, Newcastle, 11 to 13 July.

Holliday, R.R. (1996b) *Leadership and Learning*. A paper presented at a conference of NSW Department of School Education school principals, Katoomba, June.

Holliday, R.R. (1996c) *Educational Change, Leaders and Professional Learning*. A paper presented at a conference of Heads of Primary schools of independent schools from across NSW, Orange, May.

Holliday, R.R. (1996d) "A Model of Teacher Learning Applied to Workplaces Other than Schools" in R.J. King [Ed] *Exploring Professional Development in Education*, Wentworth Falls, Social Science Press.

Holliday, R.R. (1996e) *Holliday's S.P.A.C.E. Model of Teacher Learning: possibilities for the training and development of NSW teachers*. A paper prepared for the Director of Training and Development (Schools Programs) of the NSW Department of School Education, March.

Holliday, R.R. (1997a) *Supporting Teacher Learning*. A paper and workshop conducted at Sydney University for Early Literacy Initiative Facilitators, September.

Holliday, R.R. (1997b) *Supporting Teacher Learning*. A paper and workshop presented and conducted at four District Literacy Conferences that contributed to the Literacy Strategy of the NSW Department of Education, June.

Holliday, R.R. (1998a) *The original S.P.A.C.E. model of learning revisited*. A paper prepared for the Training and Development Directorate of the NSW Department of Education and Training, October.

Holliday, R.R. (1998b) *Using the S,P,A,C,E model of learning to work with teachers*. A presentation/ workshop conducted with Mobility Teachers at the Intensive Reading Support Program of the NSW Department of Education and Training, December.

Holliday R.R. (1999a) Lecture notes for EPT111 Practicum (Primary) 1: Planning to Teach. An internal first year Foundation subject for students undertaking the Bachelor of Education (Primary) degree of Charles Sturt University, Bathurst campus.

Holliday R.R. (1999b) External study materials for EPT409 Practice of Teaching (Primary)1: Learning and Teaching. A distance education and internal first year Foundation subject for graduate students undertaking the Bachelor of Primary Education degree of Charles Sturt University, Bathurst campus

Holliday, R.R. (1999c) *The S,P,A,C,E Learning Flow Chart: A conceptual journey leading to practical research outcomes*. A paper presented at the Change in Education Research Group research symposium, University of Technology Sydney, Lindfield, February

Jackson, Philip W. (1986) *The Practice of Teaching*, New York, Teachers College Press.

Jarvis, P. (1987a) "Meaningful and meaningless experience: towards an analysis of learning from life", *Adult Education Quarterly*, 57, 3, 164-172.

Jarvis, P. (1987b) *Adult Learning in the Social Context*, London, Croom Helm.
«Tennant 1988:140»

Joyce, Bruce & Weil, Marsha (1980) *Models of Teaching*, Englewood Cliffs, Prentice/Hall.

Kemmis, S. (1985) "Action Research and the Politics of Reflection", in Boud, D. et al. [Eds] *Reflection: Turning Experience into Learning*, London, Kogan Page.

«I have quoted Kemp amidst my paraphrasing of Correy (1980) Also in Context/Status 20.5.'90»

Lovat, Terence J. & Smith, David L. (1990) *Curriculum. Action on Reflection*, Wentworth Falls, Social Science Press

Marsh, Colin (1998) *Handbook of Beginning Teachers*, South Melbourne, Longman.

Mc Inerney, Dennis M. & Mc Inerney, Valentina (1998) *Educational Psychology. Construction Learning*, Sydney, Prentice Hall.

Mezirow, J. A. (1983) "A critical theory of adult learning and education" in Tight, M. [Ed.] *Adult Learning and Education*, London, Croom Helm. «Tennant 1988:pp.140»

Print, Murray (1987) *Curriculum Development and Design*, Sydney, Allen & Unwin.

Romiszowski, A.J. (1982) *Designing Instructional Systems*, London, Kogan Page.

Rosenholtz, Susan J. (1989) *Teachers' Workplace*, New York, Longman.

Schön, D. A. (1983) *The Reflective Practitioner: How Professionals Think in Action*, New York, Basic Books. «cited in McLaughlin 1986:165» «UNE 153.4/S371R. I found during my visit in July 1990. Marvellous»

Stenhouse, Lawrence, (1978) *An Introduction to Curriculum Research and Development*, London, Heinemann.

Taba, Hilda (1962) *Curriculum Development*, New York, Harcourt Brace Jovanovich.

Tennant, Mark (1988) *Psychology and Adult Learning*, London, Routledge.

Watson, Dorothy; Burke, Carolyn and Harste, Jerome (1989) *Whole Language: Inquiring Voices*, New York, Scholastic.