



Educators' Teaching & Learning Initiative Update Number 5

4.27.12

⇒ “The way organizations are now is a product of how we think and interact. They cannot change in any fundamental way unless we can change our basic patterns of thinking and interacting so that learning can be a way of life.” (Peter Senge)

⇒ “We do not learn from experience; we learn from reflecting on our experience,” notes Lee Schulman, lifelong educator and a grandfather of the case study method. “The process of remembering, retelling, reliving, and reflecting is the process of learning from experience.”

⇒ In the most recent session of the Teaching and Learning Initiative, participants delved into their experience with Area of Performance 4, Engaging and Supporting All Students in Learning. As in previous deep reflection, the process included personal journaling, offering each other a structured Reflecting Conversation, and drafting personal learning goals for the future.

⇒ Participants also introduced themselves to Area of Performance 1: Understanding and Organizing Subject Matter for Student Learning. Educators look into one another's proficiency in this Area through a protocol-structured conversation in which an educator speaks about a unit of study in response to specific prompts designed to focus reflection. This is a new sort of reflecting conversation for most educators. It differs from a pre-observation conference in that its scope is an entire unit of study.

⇒ **Extended Learning** for the next session includes:

1. as partners, completing the construction of their protocol for their collegial conversation about Area 1, developing this from a shared template for the conversation;
 2. selecting a unit of study to be the focus of the Area 1 collegial conversation;
 3. holding an Area 1 Collegial Conversation, using its protocol and the Norms of Collaboration: pausing, paraphrasing, and posing skillful questions.
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⇒ The next session will focus on:

- Reflecting on experience with Area of Performance 1, and
 - Learning the Framework's fifth Area of Performance, Assessing Student Learning
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