



***“You’re Not Going To Work With
Teachers.
They’re Not The Agent of
Change!”***

International Conference on School and System Improvement

Sharon Friesen, PhD

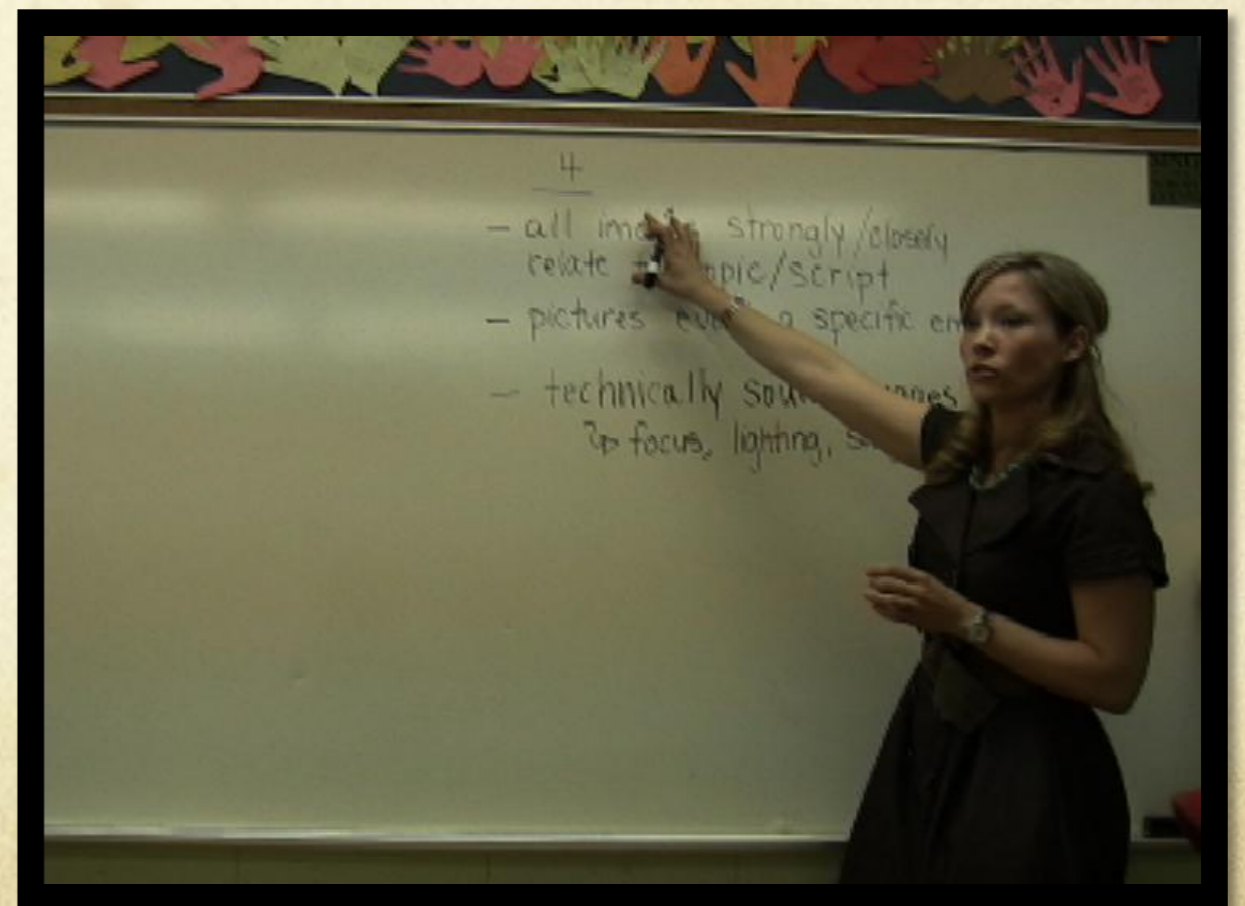


galileo.org
educational network

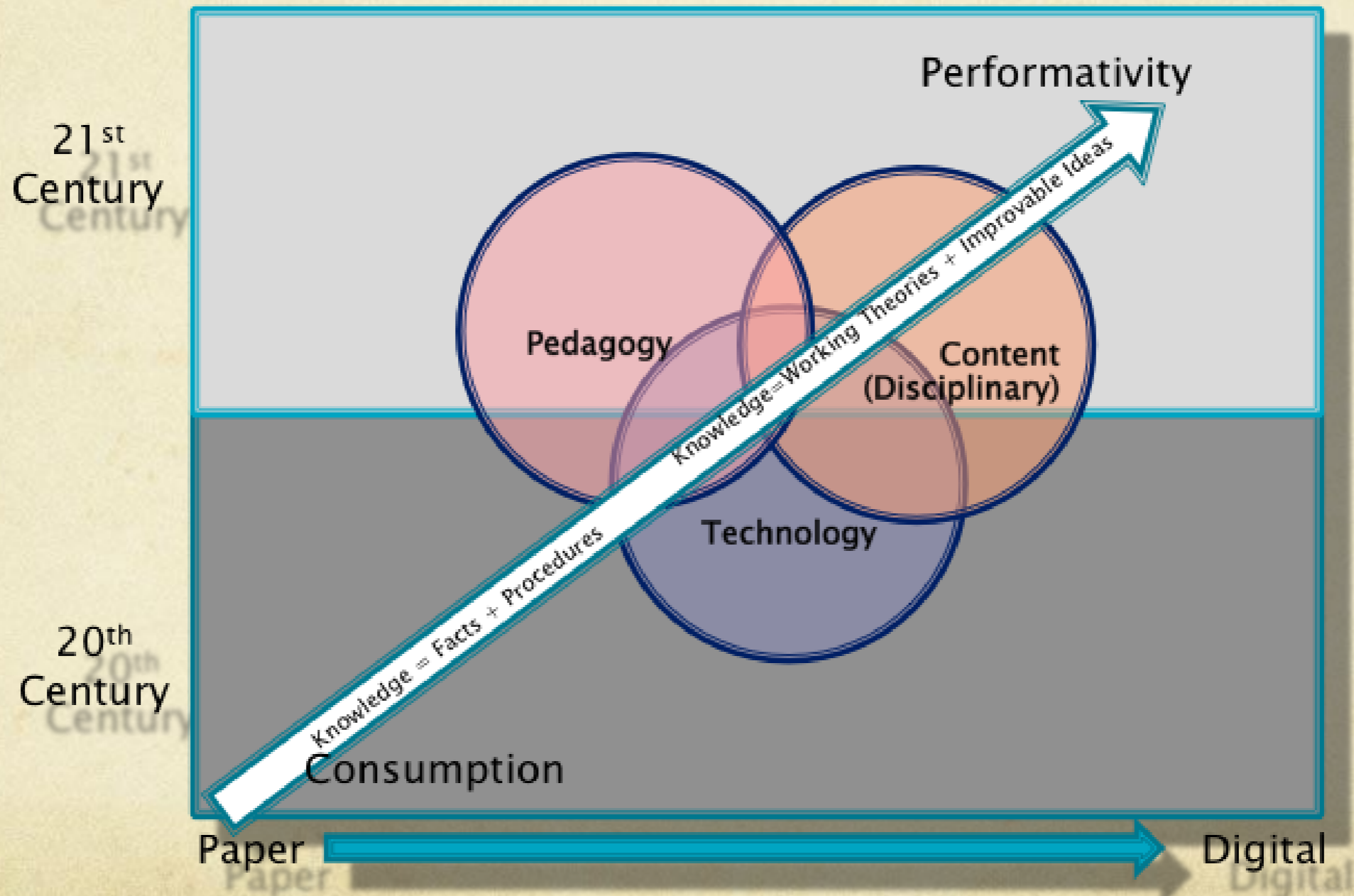
Working With Teachers To Improve/Change Practice

- ✓ Working on their practice
- ✓ Research informed
- ✓ Over time
- ✓ Bringing forward evidence of learning
- ✓ Critical reflection
- ✓ Collaborative
- ✓ Open and public

Creating Knowledge Building Classrooms



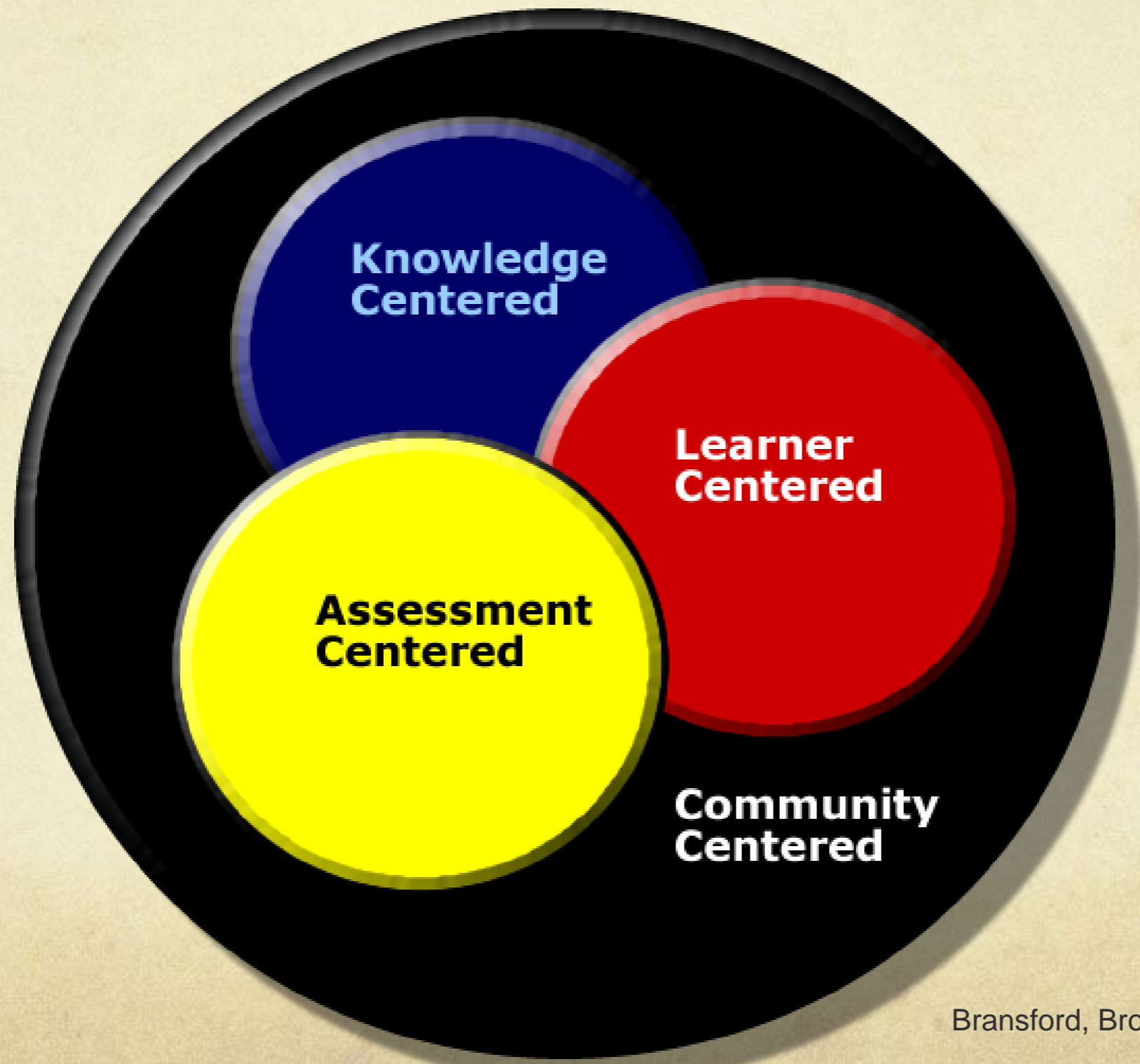
Digital Technologies and 21st Century Learning



(Friesen, 2009)

(Friesen, 2009)

Creating Knowledge Building Learning Environments



Collaborative Knowledge Building

Knowing existing knowledge and how it works.

Knowing the culture that produced the knowledge.

Knowing how to create knowledge.

A Deep Ethic of Care
21st Century Skills

Learning to Look At Student Work

Opilway Spirituality Story

BOOM! BANG! The dance stopped dead and everyone ^{stunned} ~~stopped~~ ^{stunned} at him, stunned. The class dance had ended with a bang. ~~It was in the middle of a night dance and the person that was dancing dropped dead. Everyone was surprised and just staring at him.~~

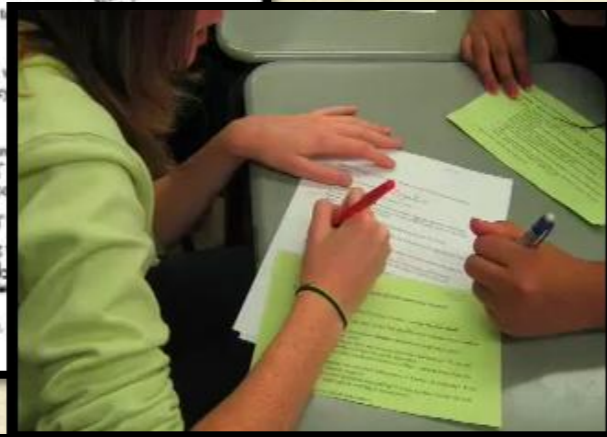
There was another BANG and the person next to me dropped dead ~~to the ground. Someone called my name.~~ ^{going to see my father.}

It was my father; he was lying on the ground face up with a hole in his chest. ~~Tears started to fill my eyes.~~ ^{Tears started to fill my eyes.}

I felt a sudden pain in my arm and blood started ~~to flow~~ ^{to flow} from the wound. The doctors made it illegal to ~~bring~~ ^{bring} guns into the school. It was illegal to have ~~guns~~ ^{guns} but it was so important to our culture. And now the ~~guns~~ ^{guns} were making it for ~~us~~ ^{us}.

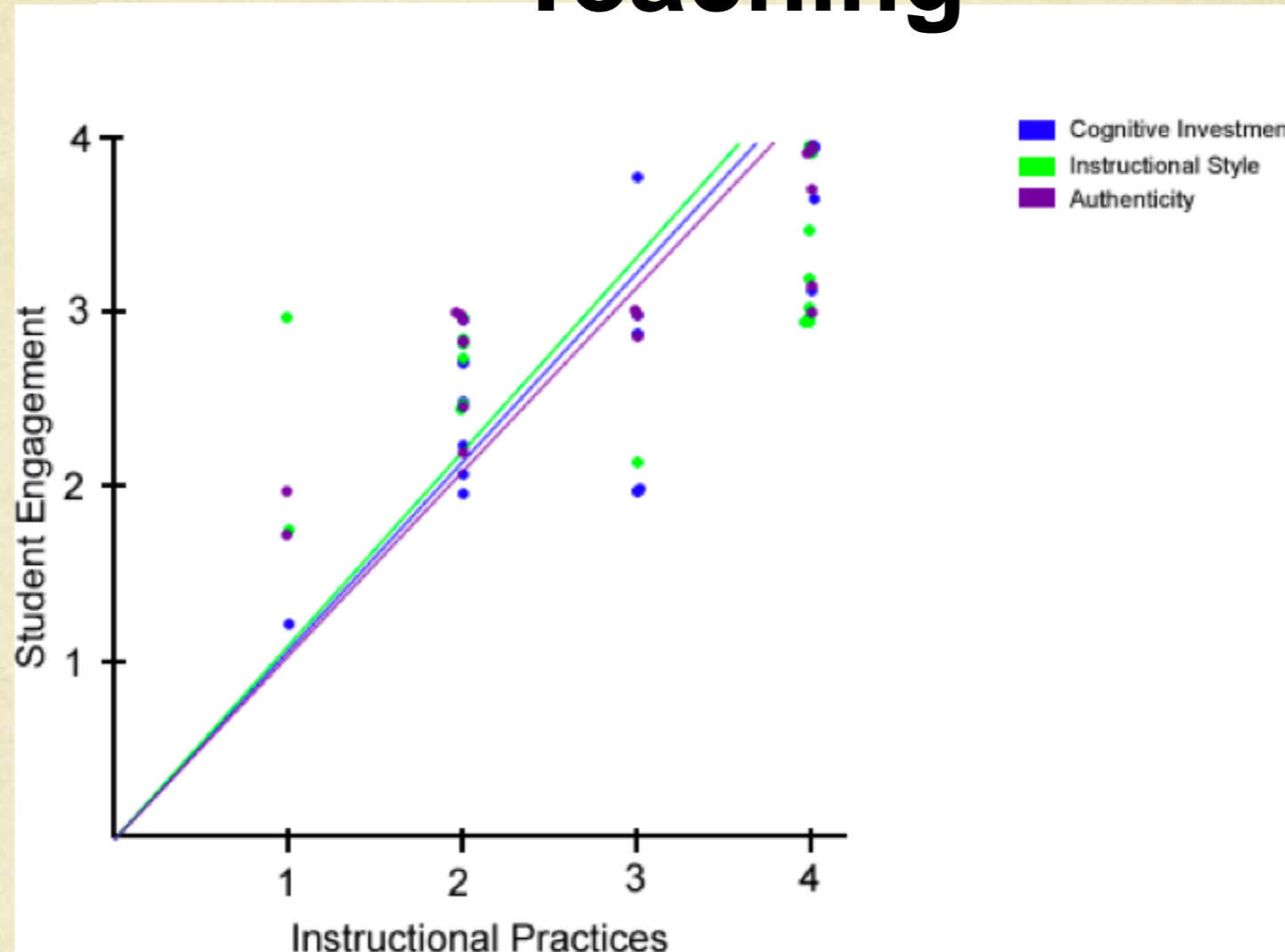
The gunshots slowed down and came to a halt as everything ~~stopped~~ ^{stopped}. I jumped up at a sudden pain. My wound was ~~bleeding~~ ^{bleeding} and I was ~~in pain~~ ^{in pain}.

I asked if I could go check to see if my father was still alive. ~~I saw our camp set up on the river and in the forest.~~



Knowledge Building Work

Student Engagement is an Outcome of Teaching



	1	2	3	4
Engagement	Disengaged	Ritualistic Compliance	Academic Engagement	Intellectual Engagement
Cognitive Investment	Passive – copying notes, info recall	Some group work	Active information play	Academically rigorous knowledge building
Instructional Style	Instructionist – one size fits all	Interactive	Differentiated	Responsive - conforms to learners
Authenticity	No value beyond activity	Some attempt at application	Application beyond school	Value beyond school

Working With Leaders To Improve Practice

- ✓ Strong, articulated vision
- ✓ Growing culture of expectation
- ✓ Strong instructional leadership presence
- ✓ Involved others (teachers & students) in looking at learning data and working together to improve.