



NATIONAL INSTITUTE for
CHRISTIAN EDUCATION
informing reforming transforming

REFLEXIVE PRACTICE

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This Session...



Examine some of the criteria relating to effective teaching.

Begin planning an Action Research model to improve teaching effectiveness that reflects best practice from a biblical perspective.



Are you a stranger?



**HE THAT THINKETH HE TEACHETH AND NOBODY LEARNETH -
DECEIVETH HIMSELF.**

...they will be learning anyway...but what?



TEACHING THAT IS:



Effective

Has the desired effect

Efficient

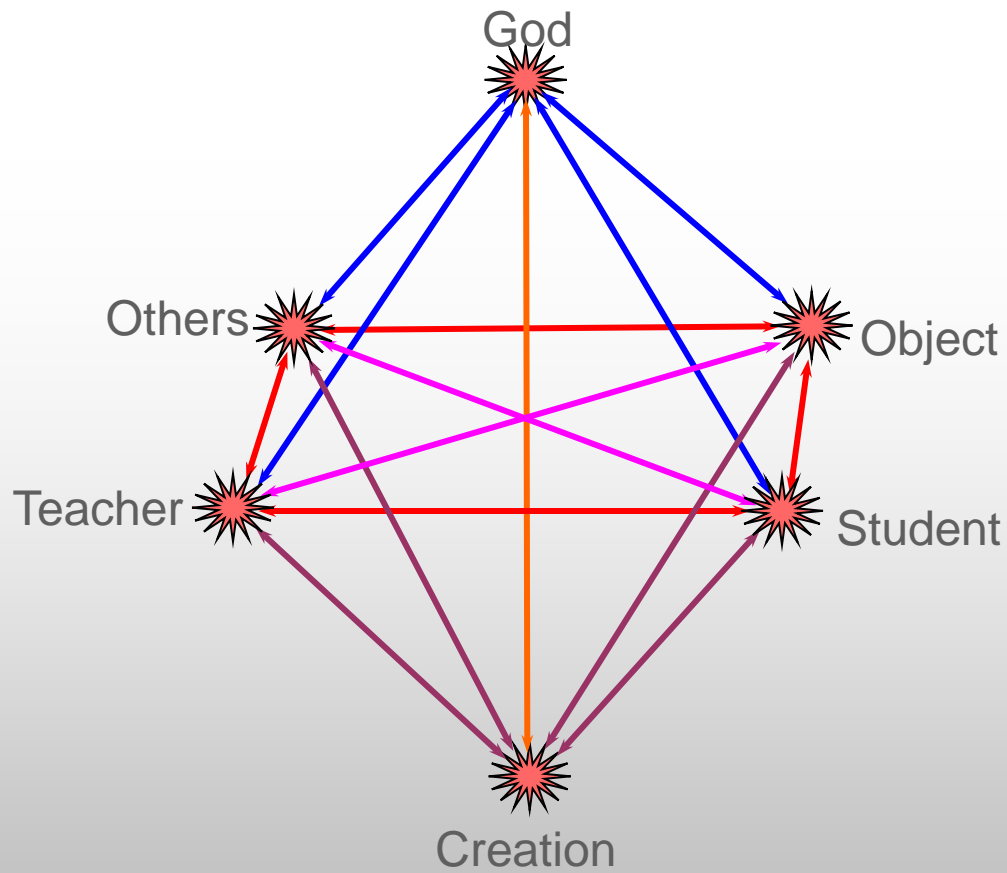
Not a waste of time

Efficacious

Is remedial - contains a solution to a problem



TEACHING THAT IS HOLISTIC



TEACHING THAT IS IMPROVISED!



God's 6 act play

Creation - Fall - Israel - Redemption - The Church - New Creation



Flight into the Amazon Basin...



FEELING THE PRESSURE



Space
Behaviour problems
New school
Student contexts
Students with special needs
Department of Education
Community
Communication ability low
In tune with the culture

Time
Finances/budget
Boss
Ministry of Education
Institute of Teachers
Being spiritually relevant
Curriculum
Coping mechanisms

Finances/budget
Boss
Ministry of Education
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Staff
Ancillary staff
Students' progress
Content knowledge low
Home....
Pedagogy skills low

Parents
New class/grade level
Ancillary staff
Students' progress
Content knowledge low
Pedagogy skills low



Bringing a God-View Perspective



- 1. *Content knowledge*
- 2. *Pedagogical content knowledge*





Bringing a God-View Perspective

- Learning theories
 - Cognitive dissonance - Festinger
 - Cognitive load theory - Sweller
 - Constructivism - Bruner
 - Double loop learning - Argyris
 - Dualism - Aquinas/Aristotle (Plato)
 - Experiential learning - Rogers
 - Genetic epistemology - Piaget
 - Holistic, relational epistemology - Battiste & Henderson
 - Lateral thinking - DeBono
 - Multiple intelligences - Gardner
 - Operant conditioning - Skinner
 - Situated learning - Lave
 - Social development theory - Vygotsky
 - Etc.....





Bringing a God-View Perspective

- 1. *Content knowledge*
- 2. *Pedagogical content knowledge*
- 3. *Knowledge of learners*
- 4. *General pedagogical knowledge*
- 5. *Knowledge of educational contexts*
- 6. *Curriculum knowledge*
- 7. *Knowledge of educational ends, purposes, and values*



The need to know...



Graduate, Competence and Accomplishment Standards....

...not forgetting the biblical context





Effective teaching is a complex task

Are there areas where you think your teaching could improve?

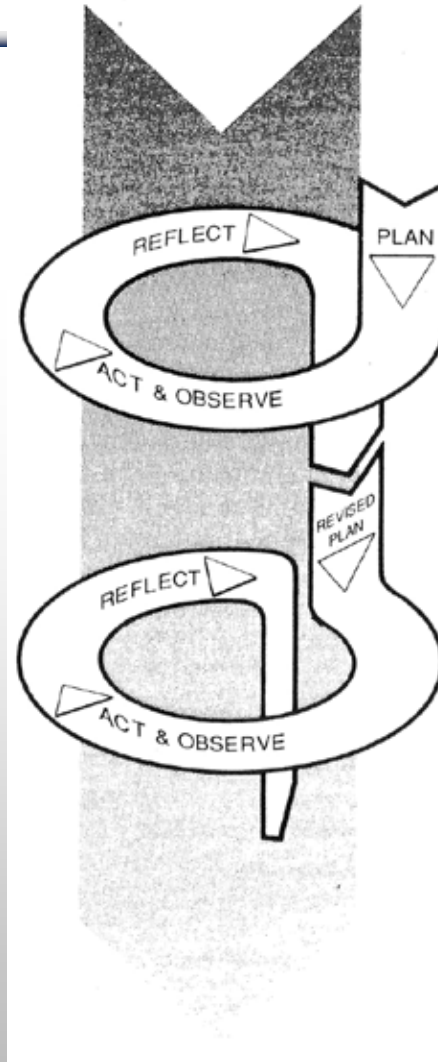
Do you have what it takes to analyse a lesson?



Action Research



Teaching as a reflexive activity



Reflection



Action



Reflection



Reflexion





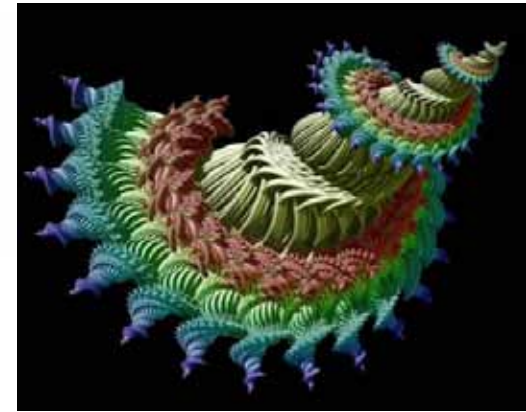
Choose and area:

- Classroom management
- Classroom discipline
- Pedagogy
- Programming
- Spiritual orientation of content
- Spiritual orientation of teaching
- Curriculum development
- Meeting student needs
- Classroom communications
- Relationships
- Lesson structure
- Assessment
- Application of assessment results
- Communication with parents
- Etc....

Competence and
Accomplishment
Standards



Developing an action research plan:



- What is the area?
- How does the problem present itself?
- Is this the real problem?
- What action plan can be made to solve the problem?
- How will I know if it has worked?
- How long should the test program run?
- To whom will I be accountable for the action research?

•[Implementation]

- What worked?
- What did not work”
- What partially worked?
- What action plan can be developed for greater success?
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