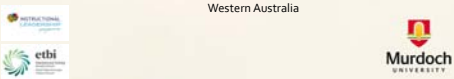



Using Instructional Leadership in the Adult Learner Classroom

Becky Saunders
Scholarly Teaching Fellow

School of Education
Murdoch University
Perth
Western Australia






What does it take to be an instructional leader in an adult learning context?
What skills, knowledge and attributes are needed?

How did we go..?

- Build vision and set directions
- Understand and develop people
- Redesign the organisation
- Build collaborative cultures
- Provide teaching support
- Buffer staff against distractions from their work
- Have an emotional understanding of the work
- Open-minded and ready to learn from others
- Flexible rather than dogmatic
- Have high expectations of staff motivation, commitment, learning and achievement for all
- Resilient and optimistic



Change agents and leaders

Developers	Implementers
<ul style="list-style-type: none"> □ High profile □ Big picture perspective □ Have political skills □ Timing is vital to them □ Need to be good at public relations □ Move on quickly to the next thing □ Savvy 	<ul style="list-style-type: none"> □ No glory □ Have technical knowledge □ Have clinical skills □ Patient & persistent □ Need humour □ Need to be creative □ In for the long haul

Remind you of anyone...???

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TAFEWA Instructional Intelligence Professional Development Program

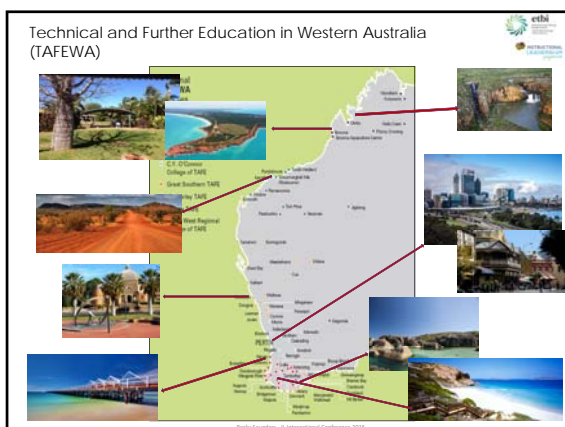
Phase One: 2005-2009
Phase Two: 2009-2012

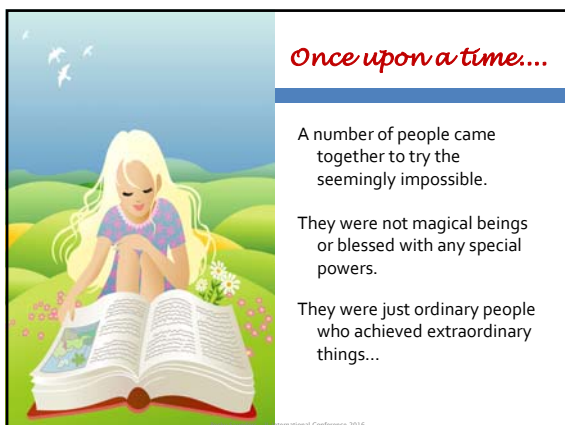
Technical and Further Education in Western Australia (TAFEWA)

- TAFEWA consists of 10 TAFEWA colleges and offers over 400 full-time courses at 50 campuses around the state.
- Colleges are funded by the State Government of Western Australia.
- Provide courses in apprenticeships and traineeships, workplace training, and offer commercial courses for business and industry, access and equity.
- Colleges operate within and are regulated by a national vocational education and training (VET) skills framework.

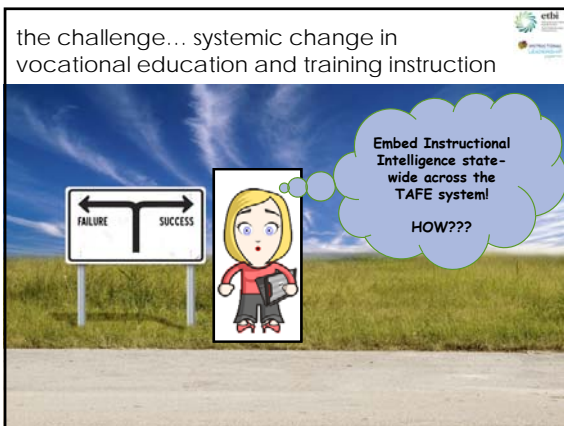
- WA occupies 2.5 million km²
- 20,781 km of coastline
- Eastern boarder is 1,862 km long
- Population of almost 2 million
- 77% of population live in the Perth metropolitan area

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Round 2 II - 2009 - 2011



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Where are we now?

Achievements	Challenges
<ul style="list-style-type: none">60 adult educators have completed the 3-4 year instructional leadership courseEach TAFE college has a team of instructional leadersOnly II PD program with empirical research attached to itEmbedded as a PD program in one of the TAFE colleges – sustainable modelReputation for being high quality PDIt works!	<ul style="list-style-type: none">Lack of systemic supportResistance to the concept of IIPerceived as 'nothing new'Barrie as the 'Guru'Lack of funding or supportSystem is heavily compliance and assessment focusedPD and concepts are in danger of being 'dumbed down'

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Plus Minus Interesting

Plus	Minus	Interesting
Implementing II in an adult learning context		

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Instructional Leadership

Case Study



The slide features the Central Institute of Technology logo, which consists of a stylized orange sunburst icon to the left of the word "central" in a bold, sans-serif font, with "INSTITUTE OF TECHNOLOGY" in a smaller font below it. To the right of the logo are three photographs: the top one shows a modern building with a glass facade and a curved roof; the middle one shows a building with a prominent white staircase; the bottom one shows a street-level view of a building with a red sign.

Central TAFE - Context



- Cert I – Associate Degrees
 - Automotive
 - Building and Construction
 - Agriculture, Animals, Science & Environmental Studies
 - Engineering and Mining
 - Nursing & Dental Assistants
 - Tourism & Hospitality
 - Beauty & Hairdressing
 - IT, Accounting & Business
 - Access Education courses
 - Arts & Graphic Design
- Based in the Perth CBD
- Approx 37,000 students
- Over 230 accredited course

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Central TAFE - II Master Class



- Master Class Program
- Instructional Leadership
- Instructional conferencing & peer coaching

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Central TAFE - II Master Class



Debra Lunt
Teaching and Learning Consultant

Research

Professional development, instructional intelligence and teacher emotions:
A mixed methods study of a four-year systemic change initiative



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Methodology: mixed methods approach

Number of Participants	Data Collection Procedure	Phase
27	Concerns Based Adoption Model (CBAM) 1. Stages of Concern Questionnaire (SoCQ) 2. Levels of Use (LoU) Interview Protocol	1
Case Analysis		
10	Semi-structured Interviews	2
10	Classroom Observations	3
10	Reflective Interviews	4

Results: **group profile – peak score analysis**

		Highest Stage of Concern							
		0	1	2	3	4	5	6	Total
Number of Individuals		0	0	4	1	0	21	1	27
Percent of Individuals		0%	0%	14.9%	3.7%	0%	77.7%	3.7%	100%

Results: **Levels of Use – group results**

		Levels of Use							
		0	I	II	III	IVA	IVB	V	VI
		Nonuse	Orientation	Preparation	Mechanical	Routine	Refinement	Integration	Renewal
No of Individuals		0	0	0	0	10	14	3	0
Percent of Individuals		0	0	0	0	37%	52%	11%	0

Research

Findings

- Change has taken place. Instructional innovations have been integrated into teacher practice.
- Analysis indicated routine, refined and integrated levels of use amongst the group.
- Model of professional development was appropriate in facilitating instructional change.
- The change process had been managed effectively and appropriately.
- Barriers to enacting included, middle management, lack of time, competing work priorities and emotional responses to changing instructional practice.
- Facilitators to enacting change included, supportive colleagues, belief in II and student reactions.

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II Forum 2011

- Keynote presentation – Barrie
- International presenters
- Teacher led poster presentations
- Teacher led workshop sessions
- World Café Sessions
- Graphic Intelligence workshop for all delegates

- 180 delegates
- Primary & high school teachers
- TAFE teachers & managers
- Private vocational education and training providers
- Teaching and learning consultants
- Departmental personnel
- State School Teachers Union personnel

Murdoch University

- Tertiary and Workplace Education
 - ▣ Graduate Certificate
 - ▣ Graduate Diploma
- Masters of Education (Coursework)
 - ▣ EDN541 – Practical Methods of Instruction
 - ▣ Tribes
- Masters of Teaching – Primary
 - ▣ EDN568 – Strategies for effective learning and teaching
 - ▣ EDN567 – Professional experience: Strategies for effective teaching
 - ▣ Tribes

So what does it *really* take to be an instructional leader in an adult learning context?

Courage of Captain Kirk
"To boldly go" where no adult educator has gone before.

Strength of Wonder Woman to deflect negativity and naysayers.

Instructional skill set and tools of Inspector Gadget.

"Can do and will do" attitude of Bob the Builder.

Optimism and Positivity of Mr Happy

Web creation skills of Spiderman, to create and connect collegial networks

And They All Lived Happily Ever After...?

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DISCOVERERS WELCOME

Acknowledgement and thanks are extended to the following people for their generous help with this presentation:

- Debra Lunt – Teaching and Learning Consultant, North Metropolitan TAFE WA.
- Advanced Diploma in Digital Cinema students at North Metropolitan TAFE WA:
 - Mitch Holland
 - Zack Moulton
 - Bradley Camm
 - Christine Ramilo

DISCOVERERS WELCOME

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