Teach21 Leadership Summit I Notes

Question 1 - What is authentic learning? Has this definition changed and will this definition change over time?

The majority of respondents indicated that the definition of authentic learning has changed and will continue to change as our learning world has evolved and will continue to evolve with time.

Question 2 - How can instructional leadership in each of our settings support authentic student learning?

The three common answer categories are 1) Support, 2) Modeling and 3) Time.

The majority of respondents indicated that instructional leaders need to provide methods of support in terms of physical space and facilities needs as well as providing trust and a willingness to allow teachers to move forward with ideas and concepts they wish to try. Some answers pointed to educational leaders that need to model the concepts of authentic learning and to implement those concepts as leaders of not just students, but other educators as well. Requests for time to plan and time to implement new ideas and curriculum were also common answers from participants.

Many statements indicated some frustration regarding the leadership in the participating schools with responses that stretched from comments about other teachers, to engaging students in the process of authentic student learning.

Question 3 - What classroom elements align with adaptive expertise and will be necessary for 21st Century learning?

The majority of common statements included comments on student learning styles and methods, safety of the instructors to implement new methods, curriculum and technology.

It was interesting to note that many responses were centered around student learning, the methods used to promote student learning and suggestions on how to transform classrooms into better learning environments with deep discussion on how to transform traditional teaching methods into methods appropriate for 21st Century learning. With the focus of the majority of answers on teaching and learning, it was obvious that the participants were highly engaged in this question. Additional answers even included methods of redesigning classrooms to better enhance learning for students.

The second highest common response spoke to an unsafe environment for those teachers who might consider changes at their schools. Those responses included statements with the words intimidation, fear, submissive, challenge, hesitant, afraid, not secure, criticism, risky, failure and punishment. These statements indicate a lack of trust between teachers and administrators when educational changes or curricular transformation is in process.
Using technology was a very distant third answer with participants indicating that technology and media were classroom elements that will be necessary for 21st Century learning.

Question 4- How can a B-20 partnership support the work each of us does to support B-12 student learning?

- There were 18 recorded statements to this question and no multiple answers aligned in commonality. They are:
  - Opportunity to learn from others 2nd possibility change own views
  - Encourages life long learning
  - Engaged in community participation
  - Alignment of purpose, vision, mission
  - Collaborate, not always agree but might come to an understanding
  - Allow continuity of culture
  - Important to use common language B-12
  - Shared space is important
  - Mentors are valuable for new, less experienced teachers
  - Learn from students what it is like to "learn something new"
  - Have student teachers be in different classrooms to see how integrated learning process (ALC, SPED, Traditional classroom)
  - Continue having student teachers visit and work onsite in schools
  - Collaboration provides resources and sharing of knowledge
  - Opportunity to learn from one another- students can come from one setting into another to share what they see and learn
  - Models of learning
  - Student teachers and mentors can be on the same page
  - Challenges- Messages and communication can be lost, clear message needs to go out to the stakeholders, time for collaboration, attitude shift of give and take among stakeholders, buy in from the teachers who perceive this partnership as more work

Summary

When asked about authentic learning, the majority of participants indicated that learning for the 21st Century needs to connect the classroom experience with real world, practical applications. Educators understand the need for using the knowledge that is taught in ways that students can directly impact their daily lives as learners.

Educators believe that Instructional Leaders need to support the classroom teachers through the processes of change in curriculum, teaching methodology, application of knowledge and skills and provide the time and resources necessary to accomplish those transformational goals. This was a clear message from the participants.
The classroom elements that align with adaptive expertise and are necessary for 21st Century learning rest heavily on the teacher-student learning relationship where teachers can determine the best ways for students to learn in their classrooms. Having a secure and safe environment during this transformational process is important to many of the participants.

The positive benefits of a B-20 partnership that will support the learning of B-20 students were expressed by all respondents with one response that cautioned all partners to articulate clearly when communicating among each other.

It is apparent that the participants are deeply invested in the science of learning and that all B-20 educators have a desire to be a part of a supportive, secure and collaborative process of change for education in the 21st Century.