Teacher behaviour in creating a learning organization

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Learning Organisation

Any organization (not educational institutions only) that adapts to change in continuous striving for excellence
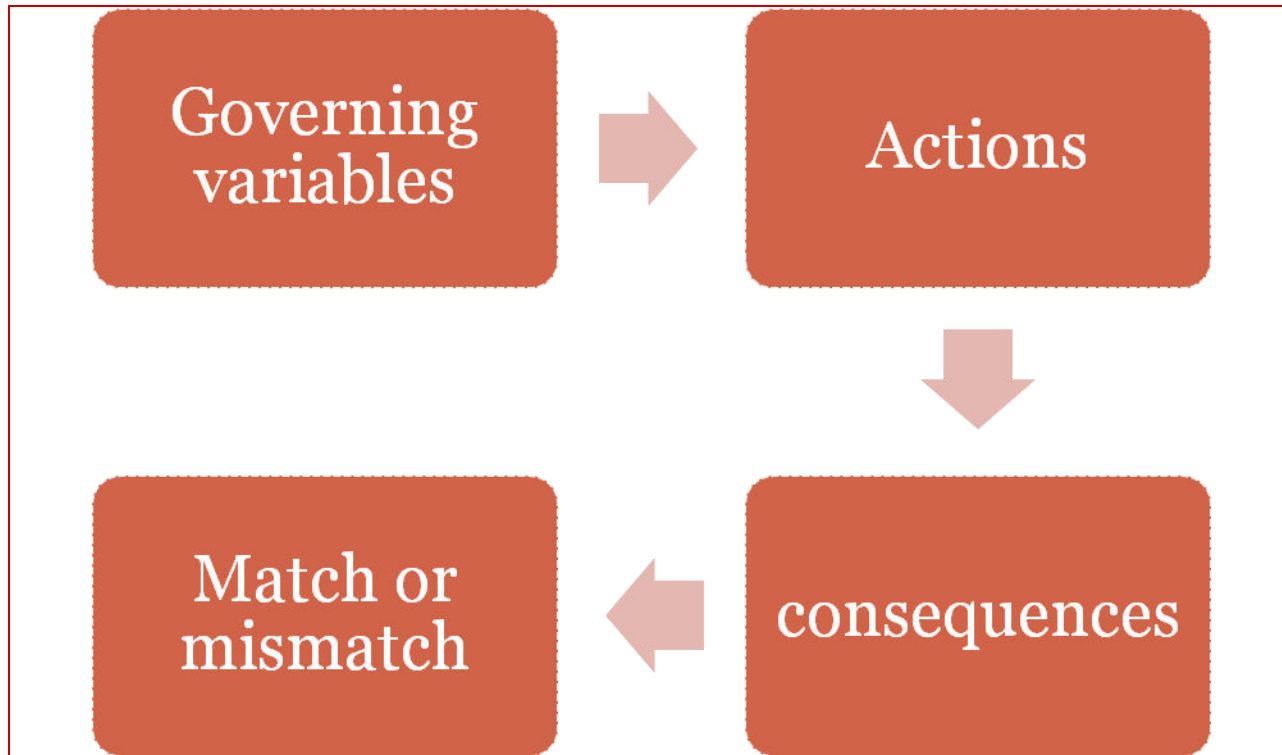
Building a Learning Organization

the better one is at learning, the more likely it is one will be able

☐ **to detect and correct errors**

☐ **and to see when one is unable to detect and correct errors**

Single Vs Double loop learning

Skilled incompetence !!!

Highly skilled professionals

☐ Because they rarely failed, have never learned how to learn from failure.

☐ They are unaware that their own problem solving approach can be a source of problem in its own right!

☐ They use their highly honed skillfulness without being aware of discrepancies that might be existing between intent and impact.

It is imperative to:

- ☐ Have a closer look at our own profession of teaching

- ☐ Be in touch with the mental models we use

- ☐ Modify them for better

- ☐ Push the "I- know-all" attitude far from reach

What is teaching?

- ☐ Knowledge/Information/Skill transfer from the teacher to the students?

- ☐ Facilitating/Guiding learning of students?

- ☐ Meanings the teacher and the students construct together?

- ☐ All of above?

Teaching

☐ Not confined to classrooms

☐ Teaching can go on beyond classrooms

☐ Context varies such as *virtual classrooms, online instructions, correspondence courses*

Teaching in classroom

- ☐ Classrooms provide face to face interaction facility and scope for immediate feedback

- ☐ Multimedia facilities enhance effectiveness of teaching as well as learning but are not sufficient conditions for learning to take place.

Learning

- ☐ a quantitative increase in knowledge?
- ☐ memorization ?
- ☐ the acquisition of facts and procedures which can be retained and / or used in practice ?
- ☐ the abstraction of meaning ?
- ☐ an interpretative process aimed at the understanding of reality ?
- ☐ some form of personal change ?

LEARNING

☐ Not necessarily an outcome of teaching

☐ Results in a relatively permanent change in thought/behaviour for better adaptation to environment

Constructivist view of education

- ☐ To empower learners to think for themselves

- ☐ To make the students aware of how they think

- ☐ To promote in the next generation ways of thinking and acting that are deemed important by the present generation

Teaching-Learning Process

Context   **All those factors outside of the classroom that provide the environment for the teaching and learning process**

Teaching-Learning Process

Input

Those qualities or characteristics of teachers and students that they bring with them to the classroom experience

Teaching-Learning Process

Output   **Measures of student learning**

Teaching-Learning Process

Output may vary, such as, performance in the examination /personality development/social skills/acquisition of a practical skill

Learning outcomes

Quantitative: facts, skills

Qualitative: structure, transfer

Affective: involvement, emotions

Teaching-Learning Process

Classroom Processes

- **Teacher Behavior**

- **Student Behavior**

- **Relationship variables**

Student Behavior

Knowledge base

Existing beliefs and ideas

Motivation

Readiness

Learning style

Special needs

Teacher Behavior

Planning

Management

Instruction

all of those activities a teacher might do to get ready to interact with students in the classroom

controlling student behavior

guiding student learning

Looking both inwards and outwards

A teacher needs to become aware of
i) About others' points of view,
ii) About her own beliefs
iii) About learners
v) About herself
iv) About learning per se

Intent vs. Impact

A sensitive teacher can differentiate between intent and impact in his own teaching.

A reflective teacher is open to experience

He / She is able to introspect, question and modify own beliefs and practices.

Beliefs about learners:

Students as

resisters

recipients

raw material

clients

partners

individual explorers

Teachers' beliefs about themselves:

Self Image

Self-esteem

&

Self Efficacy

Inform and shape their actions

The teacher as a **Reflective Practitioner** to create a learning organisation

What do my practices say about my assumptions, values and beliefs about teaching?

Where did these ideas come from?

What views of power do they embody?

Whose interests do my practices seem to serve?

Thank you for kind attention!