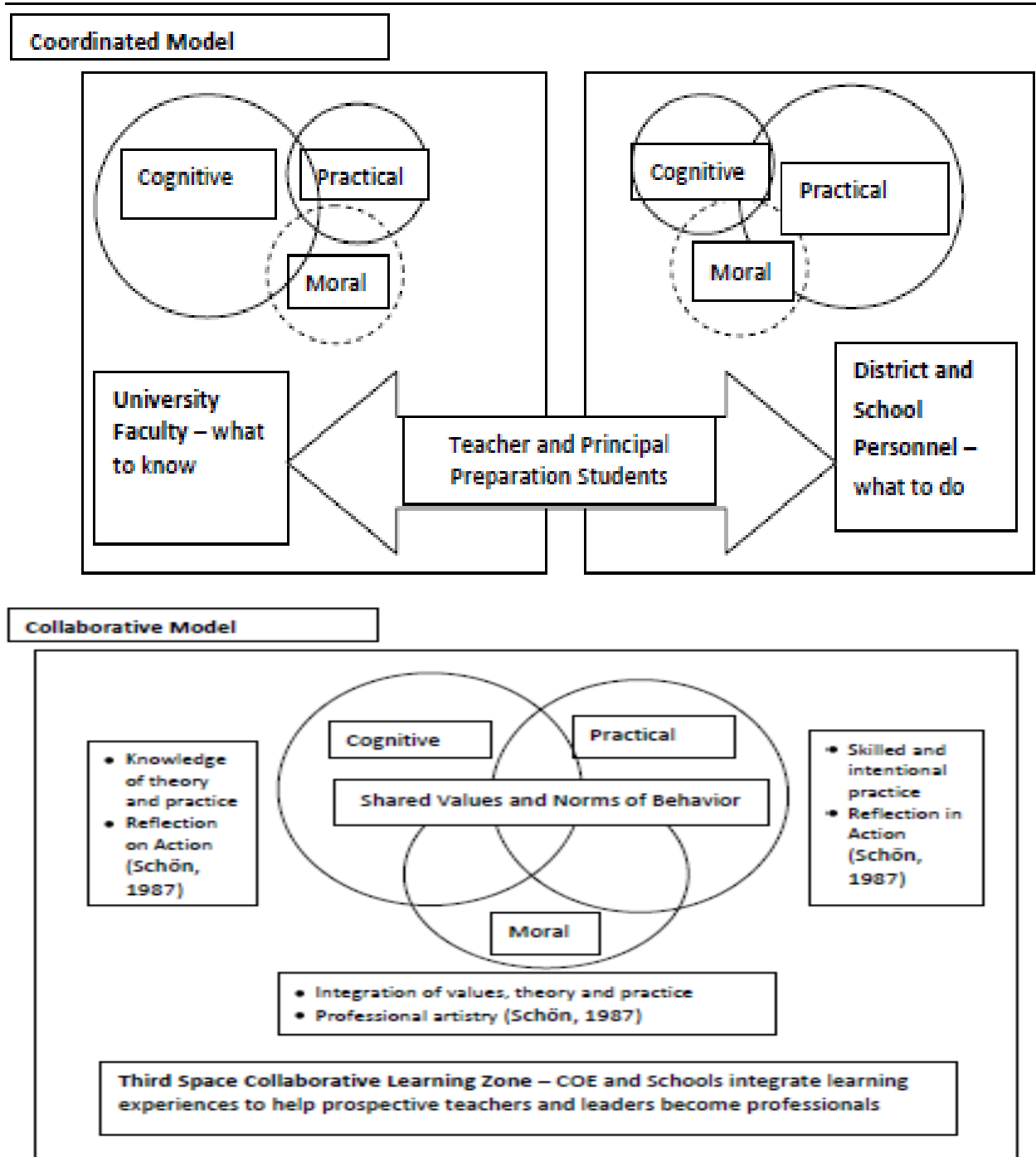


# Educational Leadership and Policy Studies Signature Pedagogy Overview Collaborative Model

From Transactional (Coordinated Model) to Transformative (Collaborative Model)



(Korach, S., Seidel, K. S., & Salazar, M., 2012)

*The characteristic forms of teaching and learning...that organize in fundamental ways which future practitioners are educated for their new profession (Shulman, Daedalus 134/3 p.52-59)*

*Signature pedagogies make a difference. They form habits of mind, habits of the heart, and habits of the hand...They prefigure the cultures of professional work and provide the early socialization into the practices and values of a field. (59)*

Key Ideas	Communication	Constructivist	Leadership Orientation	Values Driven
<p><b>Learner experience - Evidence in practice</b></p> <p><b>Cognitive Apprenticeship – where one learns how to think like a professional</b></p> <p><b>Personal stance</b> The way in which participants see themselves in relation to the learning context and give their own distinctive meaning to their experience of that context</p>	<ul style="list-style-type: none"> <li>• Write in clear, accurate and persuasive manner</li> <li>• Responsive to multiple and diverse audiences</li> <li>• Communicative learning involves understanding the connections among purposes, values, beliefs and actions</li> <li>• Ask questions that promote thinking and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Learners take primary responsibility for their learning-they decide why they need to learn and construct their learning through an analysis of self, context and knowledge.</li> <li>• Values learners as professionals and uses collaborative learning activities to build on learner funds of knowledge</li> <li>• Uncovers, extends and challenges prior learning</li> <li>• Learner understands that there are clear frontiers of knowledge</li> <li>• Able to take an informed position on professional issues</li> </ul>	<ul style="list-style-type: none"> <li>• Ask clarifying and probing questions</li> <li>• Absorb what is read</li> <li>• Determine what known and what needs to be known</li> <li>• Identify disciplinary debates</li> <li>• Extract useful information</li> <li>• Connect research studies to one another</li> <li>• Reflect on the connections between theory and context to make meaning for practice</li> <li>• Balance advocacy and inquiry</li> <li>• Gather and triangulate quantitative and qualitative data</li> <li>• Uses metacognition to make leadership moves explicit</li> </ul>	<ul style="list-style-type: none"> <li>• Community based/community engagement</li> <li>• Know thyself: engage in identity work-understands self in relationship to the field</li> <li>• Personal frames of reference are understood and transparent (habits of mind and points of view)</li> <li>• Frames of reference shift by challenging personal and others' assumptions</li> </ul>
<p><b>Moral Apprenticeship - where one learns to think and act in a responsible and ethical manner that builds capacity in systems and people</b></p> <p><b>Pedagogical/Leadership stance</b> The overarching concept of the learner experience; the way in which learners see themselves as leaders as learners</p>	<ul style="list-style-type: none"> <li>• Stylistic convention of written work: Know what to say and what to omit</li> <li>• Reflection, clarification and guidance are key instructional methods</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use more than one learning system-particularly online learning</li> <li>• Elects to keep up with new research and determine what is a priority</li> <li>• Experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Develop judgment to discriminate between work of high and mediocre quality</li> <li>• Juxtapose and consider multiple theoretical perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Models double loop learning</li> <li>• Models a learning community</li> <li>• Able to make a critique and take a stand</li> <li>• Able to confront self and engage in Transformational Reflections</li> </ul>
<p><b>Practical Apprenticeship – where one learns to perform like a professional</b></p> <p><b>Interactional stance</b> Reflective knowing where the student not only embraces knowing but also queries it</p>	<ul style="list-style-type: none"> <li>• Communications are linked to those expected within professional practice</li> <li>• Be responsible for and capable of working with others to collectively assess reasons, pose and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Use of authentic experiences to apply learning and develop skills</li> <li>• Able to articulate common ground between and among various stances</li> <li>• Learning is the process where knowledge is created through the transformation of experience through self and context</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a learning community that balances advocacy and inquiry</li> <li>• All lessons and work provides credible and convincing <i>evidence</i> of learning</li> <li>• the <i>planned abandonment</i> of low-priority, off-target, or ineffective programs or behavior</li> <li>• use of data to inform practice</li> </ul>	<ul style="list-style-type: none"> <li>• norms of collaboration</li> <li>• Able to work in a collaborative and competitive culture</li> <li>• Able to see the connections between values and systems/policy/structures</li> </ul>

<b>Educational Leadership Signature Pedagogy</b> <b>NOT</b>	<b>Educational Leadership Signature Pedagogy</b> <b>YES</b>
<ul style="list-style-type: none"> <li>• <b>Dependent, compliant, passive learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Transformative learners</b> Initiate and make sense of own learning; self-motivated and self-directed Short, directed (online) tasks help initial online learners gain self-direction. This approach lessens as learners gain skill and comfort in the (online) learning environment Learners challenge each other and instructors</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Task completion and knowledge driven</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Values driven</b> Ethics, Know thyself, building relationships, action orientation, high expectations for self and others, equity, diversity, community, inspired leadership, citizenship, explicit and honest communication, head, hand and heart</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Methods are static</b> Text based, storytelling/lecture based</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Methods are dynamic</b> Problem centered, inquiry projects, open frame case studies and critical incident analysis, reflective journals, leadership labs, social action, Leadership Journey,</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Uncritically assimilated explanations by an authority figure suffice</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning occurs through discovery</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Historic, traditional topics are covered</b></li> </ul>	<p><b>Core subjects arise from 21st Century Themes</b></p> <p><b>Learning and Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul> <p><b>Information, Media and Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT Literacy</li> </ul> <p><b>Life and Career Skills</b></p>
<ul style="list-style-type: none"> <li>• <b>New information is an end</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>New information is a resource only</b> Learners must actively link to a symbolic frame of reference involving thoughts, feelings, and dispositions.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Leaders are born</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Leadership can be developed</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Educational leadership is a body of knowledge that can be taught through discrete courses</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Educational leadership requires an exploratory, experiential pursuit of understandings that will by definition vary from student to student, instructor to structure (Cochran-Smith &amp; Lytle, 2009)</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Practitioners do not build theory</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practitioners build theories</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Pedagogy should be impersonal and value free</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pedagogy involves surfacing and challenging participants' assumptions and prior experiences</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Faculty are experts; students are not experts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Faculty and students are learners</b></li> </ul>

Shulman L.C. (Spring 2005). Pedagogies of uncertainty. *Liberal Education*.

Cochran-Smith, M. and Lytle, S. (2009). *Inquiry as stance: Practitioner research for the next generation*. Teachers College Press, New York.

Inquiry as stance is a powerful, constructive notion that coincides with other initiatives and theories that recognize the collective intellectual capacity of practitioners and joins with other arguments in favor of repositioning practitioners and practitioners' collective knowledge at the center of educational transformation. The key assumption is that a core part of the knowledge and expertise necessary for transforming practice and enhancing students' learning resides in the questions, theories and strategies generated collectively by practitioners themselves and in their joint interrogations of the knowledge, practices and theories of others. (p. 124).