

# Leading learning to learn

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Workshop at NASDAP conference, Auckland, Wednesday 5  
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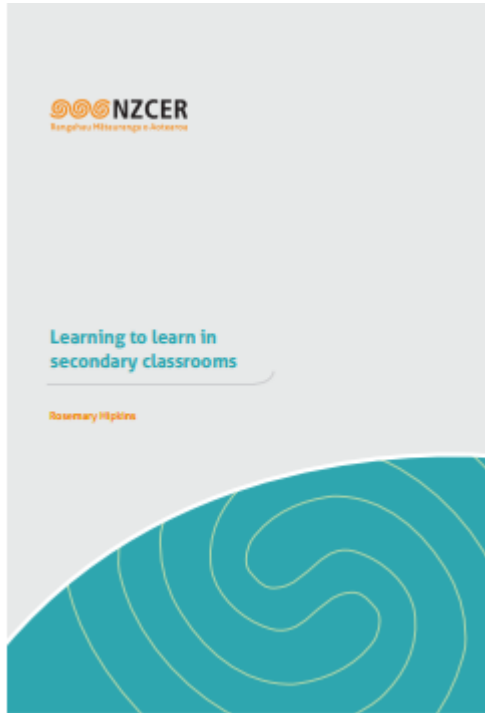
## **What I hope to achieve:**

You leave with 3-4 concrete strategies with strong learning to learn potential that you could use in some way as part of your leadership of professional learning.

I get fresh insights into the challenges that come with these strategies

## **Where my raw material comes from:**

NZCER National Survey of Secondary Schools 2012



<http://www.nzcer.org.nz/research/national-survey>

**One bank of 2012 National Survey items described learning experiences that embed opportunities to strengthen NZC key competencies**

**Teachers responded via two Likert scales:**

- **how much did they value each type of opportunity?**
- **how often could students do this sort of thing in their classes?**

**Factor analysis showed strong coherence in responses to 7/13 items (for both valuing and doing).**

When we pondered the mix of items we could see that they had strong *learning to learn potential* as a common feature....

More specifically, each described opportunity was likely to be really enriched by skilful and targeted teacher meta-talk

All teachers use meta-talk (e.g. when they give instructions)

But they don't necessarily use it in ways that support learning to learn – this is the **opportunity** we saw in the data patterns

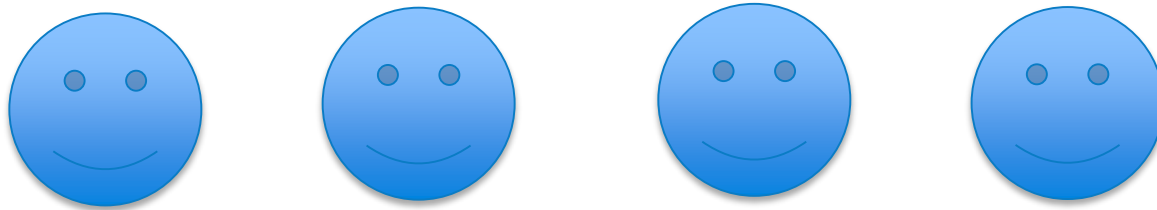
Metatalk is language that supports students' metacognitive functioning in the classroom—that is, language that organizes, foreshadows, summarizes, or connects classroom activities and content ....

This type of talk may also be useful in marking for students what type of message is about to come up in the conversational arena and what they, the students, might have to do with the message.

This type of talk can, and often is, attached to the ideas and expressions of students where teachers seek to echo or elaborate on student conversations. (Leinhardt & Steele, 2005, p. 92)

## Your first task

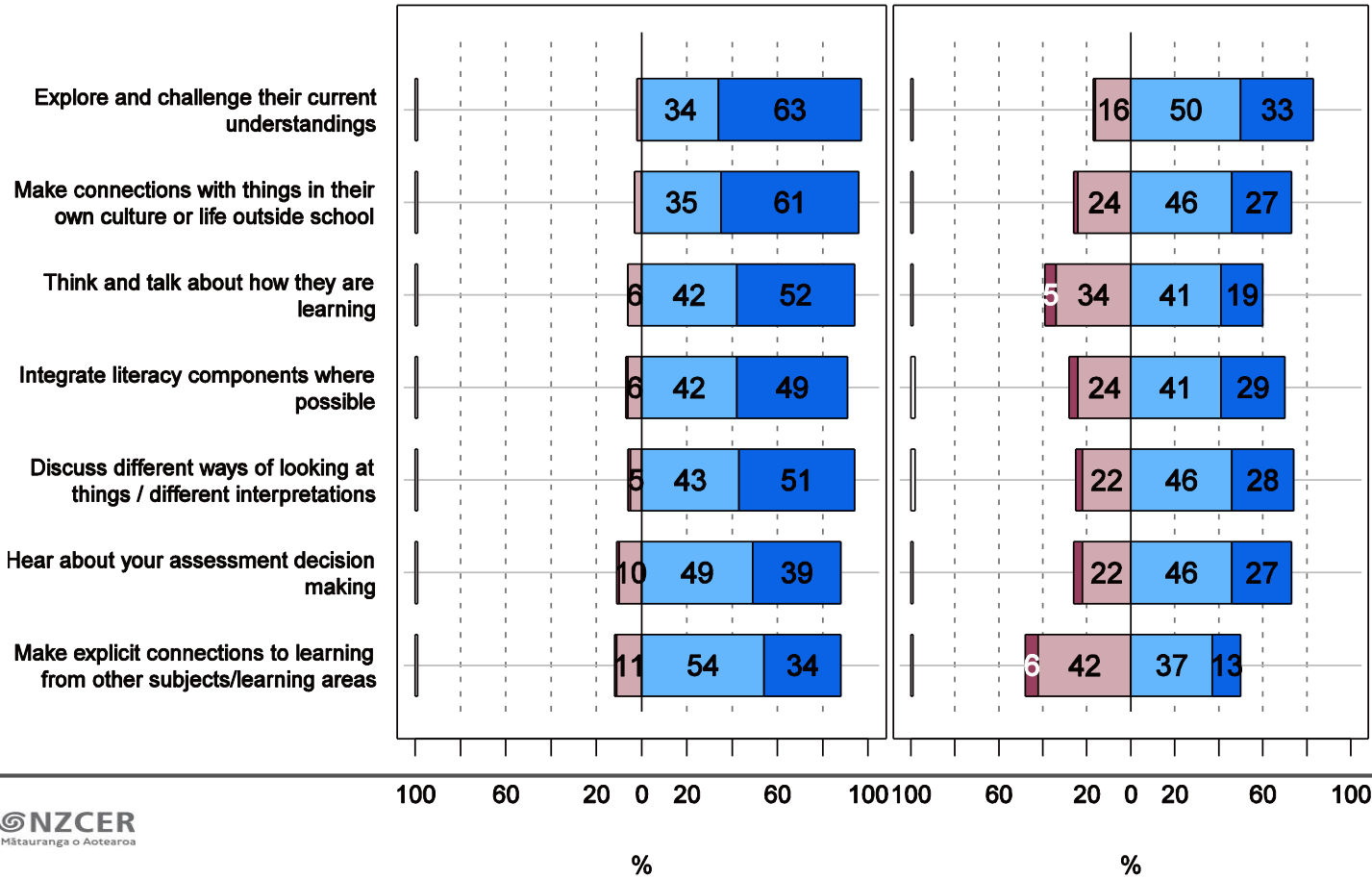
- Review the 13 items
- Choose the four that you think have the strongest potential to generate rich learning to learn meta-talk
- Use your sticky dots to cast your ‘votes’



Missing

Not at all important Not really important Important Very important

Almost never/never Sometimes Quite often Most of the time





Another bank of 2012 National Survey items described assessment practices that support students to take responsibility for their learning

Teachers responded via a Likert scale to say how often students could do this sort of thing in their classes

Factor analysis showed strong coherence in responses to 5/12 items

One thing common to these 5 items was the potential to pro-actively build students' **assessment capabilities**

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The idea of “assessment capability” comes from the DANZ report – Directions for Assessment in New Zealand. It’s here on TKI (third paper down).

# But which 5 items?

## Share and compare your personal top three from the provided list

help set expected outcomes/standards for assigned work

identify their own learning needs

help set assessment tasks

identify and pursue an aspect of learning that personally interests them

co-create own NCEA plan related to their pathway goals

**Which of the various possibilities could be a good fit with your professional learning conversations/plans?**

**Shape a couple of ideas for specific leadership actions you could take back to school**

**What will support you to carry them through?**