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"I feel a little bit of a fraud standing here, having a Pearl of wisdom. After listening to all of the wonderful pearls of wisdom this week. I thought, well that's good cause I don't be waiting right through the week. I'm still giving you wisdom but this is more what I'm going to talk, talk about today. Really obvious is of a Pearl of experience. I've been in this leadership guiding for educational leadership thing for a long time. And so what I want to share with you is a change management strategy that I've seen used or used myself in three different settings and it seems to be one that works reasonably well.

And the change management strategy is about the power of student voice. And, what that entailed is really listening to children. So our students talking and then using that information for making change in the school. So, um, as I say, I've used it in three different places, but I'll give you the experience that I hit in my, not my existing school, but my previous school, I'm going back about three years. The school really wanted to do something about personal competencies or learner competencies and really wanted to hit that moving along in the school. But he had no idea really about which ones to choose and how to actually really make that happen. So what we decided to do is we created a task force, very common practice and, decided to sample our students. So we chose randomly selected between eight and 10 students per grade and very cold of hash data collecting that set that each student down one on one in a room with a video camera in their face and basically asked them these three questions and I had to write them down.

What makes a good learner? What do your friends, who learn really well do to learn really well. And those students that get the really good grades, what do they do to get those really good grades? Um, and so it was that sort of age appropriate questionings and depending on a fear of kindergarten or through Trek, seniors. But the really interesting thing was it didn't really matter whether they were five or whether they were 14 or 17. The answers were pretty much the same and have been the same. And the three settings that I've worked in, it won't be a surprise to any of you, I'm sure. So the responses were things like great learners, listen, or great learners is stare



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at the teacher, right? Learners walk in straight lines, great learners, have sharp pencils, right? To learn, do a lot of homework.

So we gathered all this information together, video footage, the task force, its job was to pop, to pull it together to analyze what we were seeing and what we were hearing. And when then we presented it to the faculty. People could look at their own grades of the children that they really worked with or we could. And we just had an amalgamation of a whole lot.

One teacher in particular would say I can change this and I can change this tomorrow. And she did, cause she just walked in and sat down with her grade four class instead of talking about learning and what she's like as a learner and what actually happens and what you need to do to be a learner. And other people didn't do that. But there was a huge buy in and an emotional sort of connection with, Hey, we need to do this better or we need to make changes. At not my existing school with the previous one, we redid the exercise again, I'm halfway through the project, 18 months down the track and things three years down the train. And the really exciting thing, three years down the track is the responses were dramatically different. But our student who was interviewed could talk about themselves as a learner and had a really good metacognitive understanding. So it made a huge difference. So I guess my Pearl really is out of the mouths of babes sometimes comes the realities of really what, what is going on in a place and it can make a difference and move things forward.