

TEACHING MATTERS

SCIENCE OF LEARNING
NATIONAL SUMMIT

Creating Connection in Times of Change

Jocelyn Seamer



Jocelyn Seamer
EDUCATION



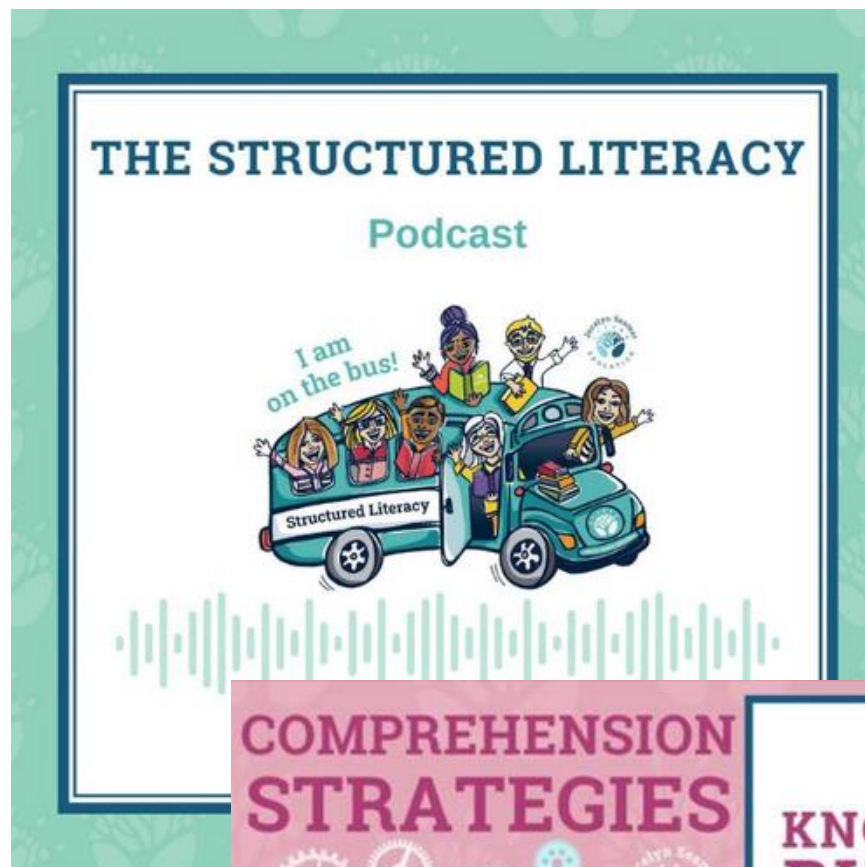
Catholic
Education
Tasmania



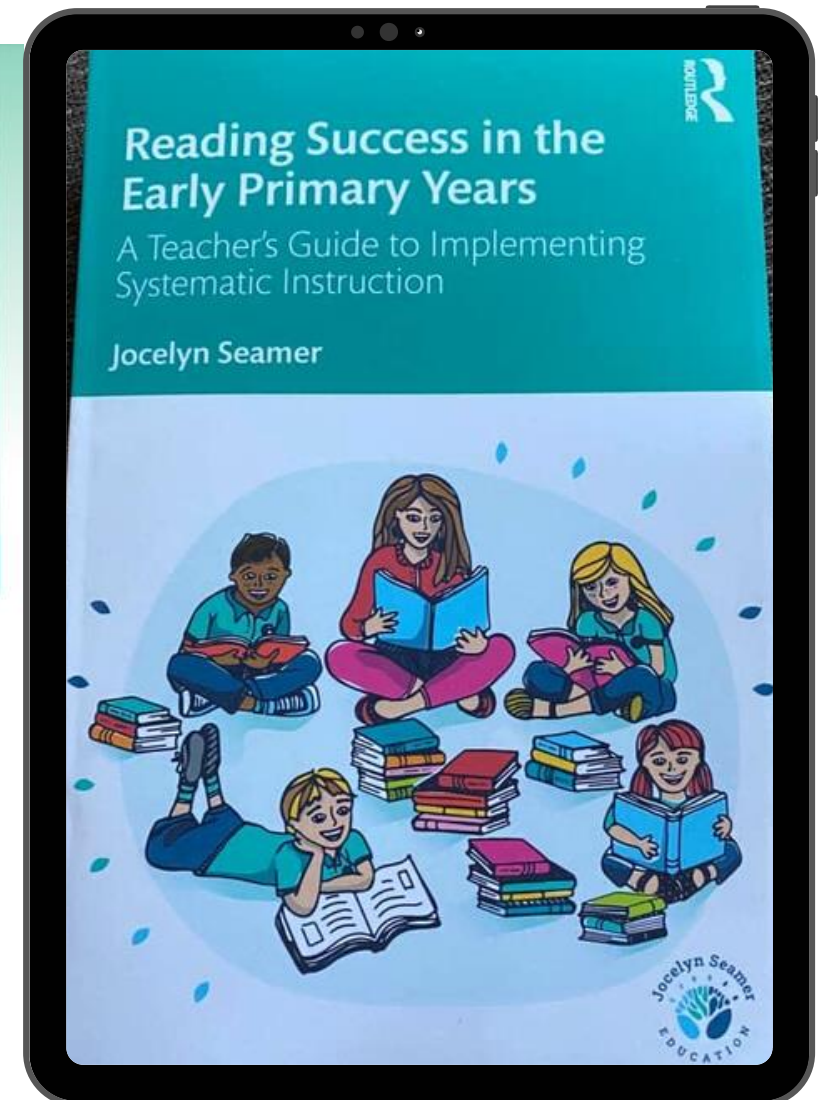
CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



Making structured literacy accessible and affordable for every teacher, everywhere.



On the Structured Literacy Bus



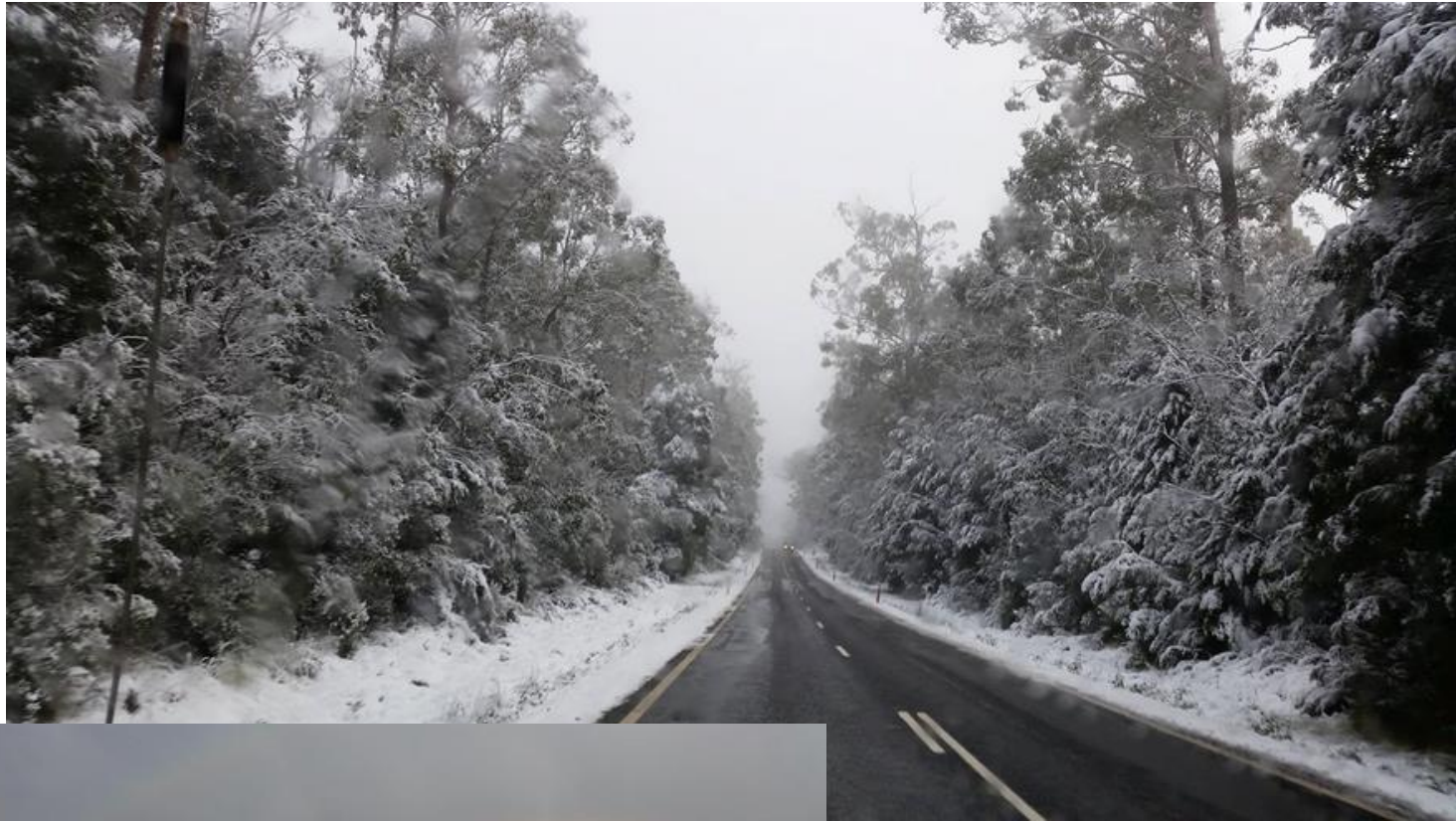
TEACHING MATTERS SCIENCE OF LEARNING NATIONAL SUMMIT

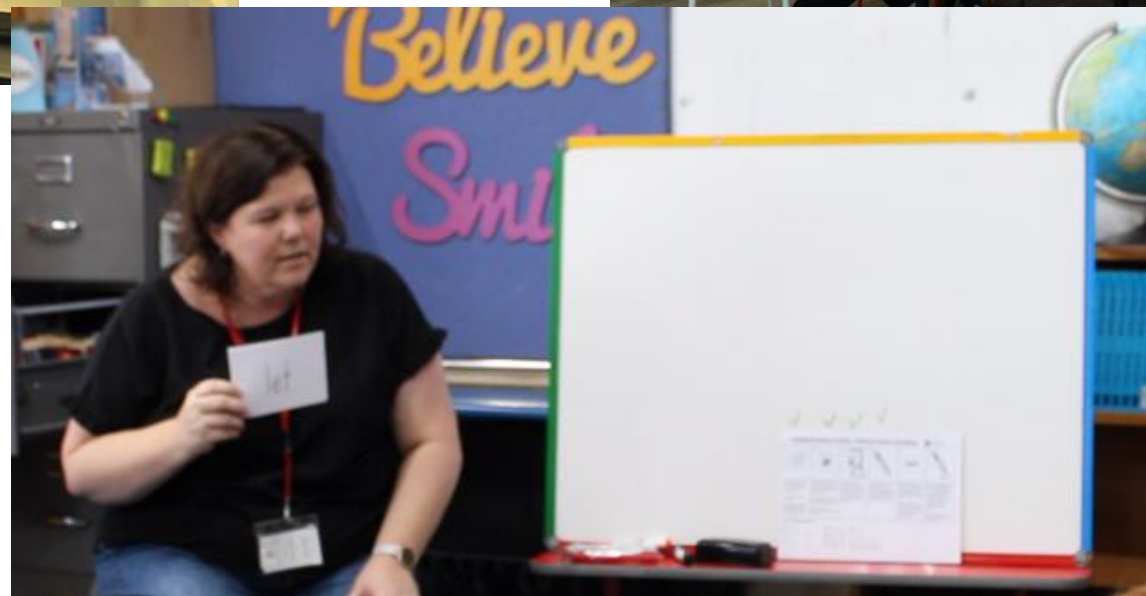




Tasmania - lands of
the Palawa people









Connection



Jocelyn Seamer
EDUCATION

TEACHING MATTERS *SCIENCE OF LEARNING
NATIONAL SUMMIT*

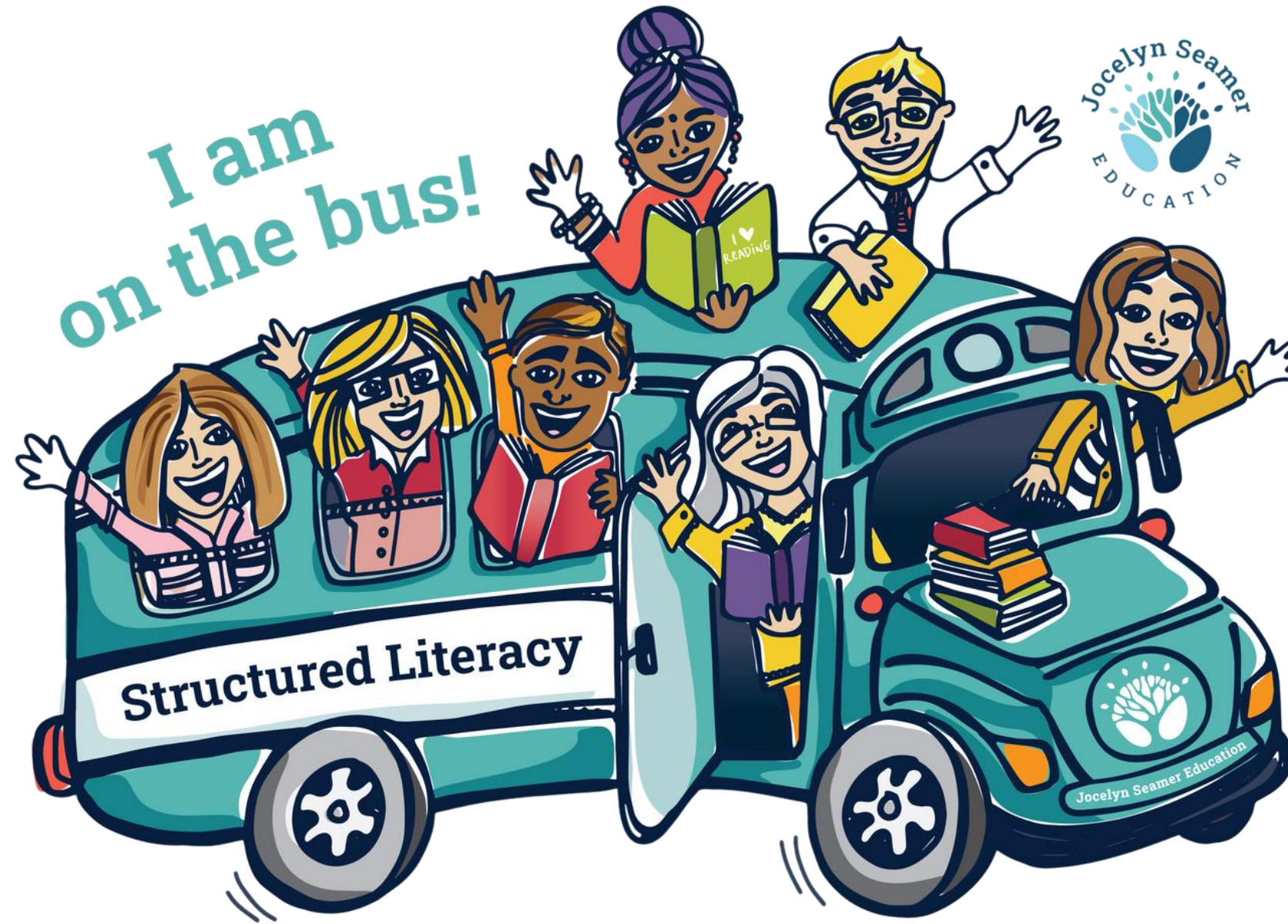


Jocelyn Seamer
EDUCATION

TEACHING MATTERS SCIENCE OF LEARNING
NATIONAL SUMMIT

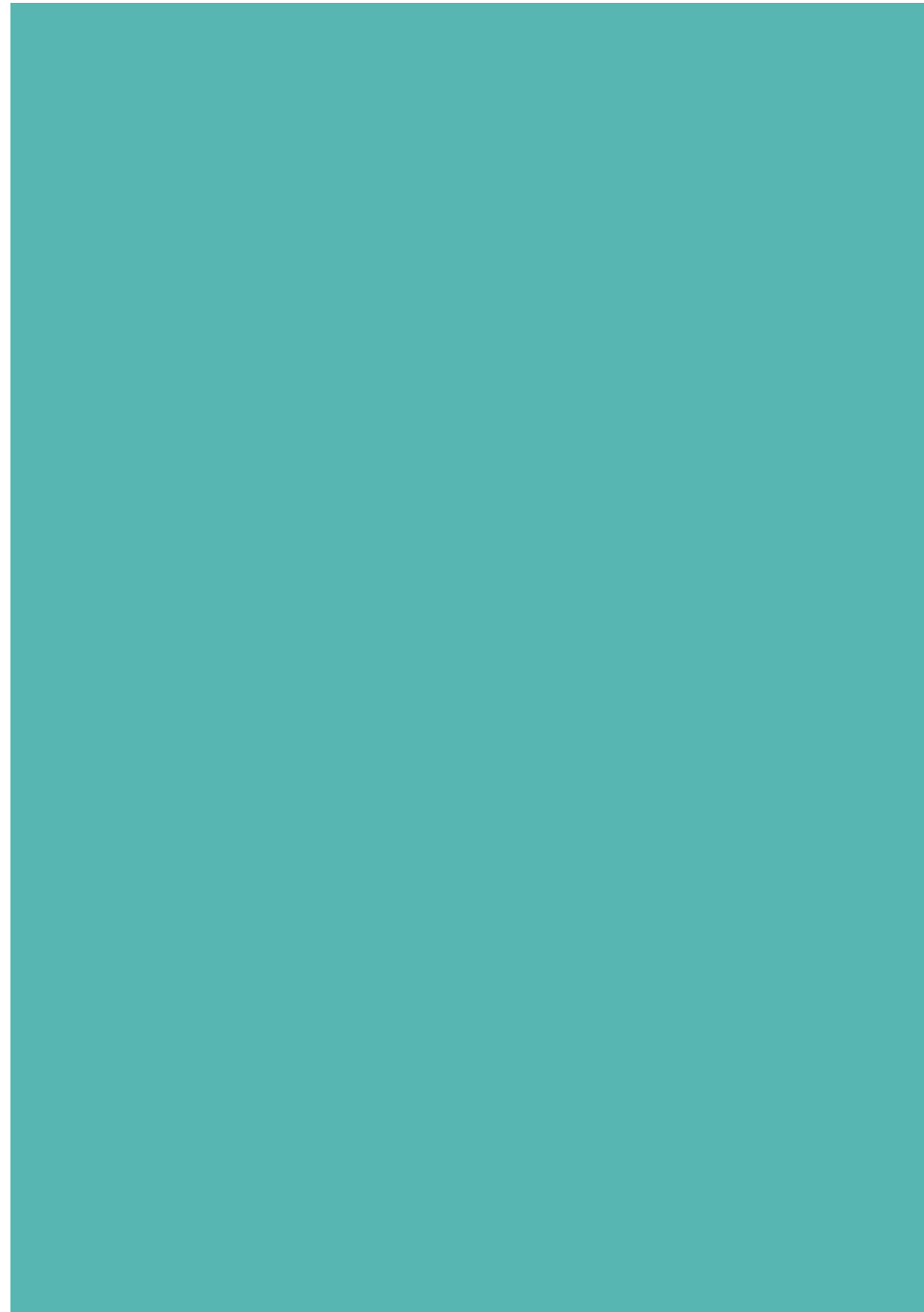
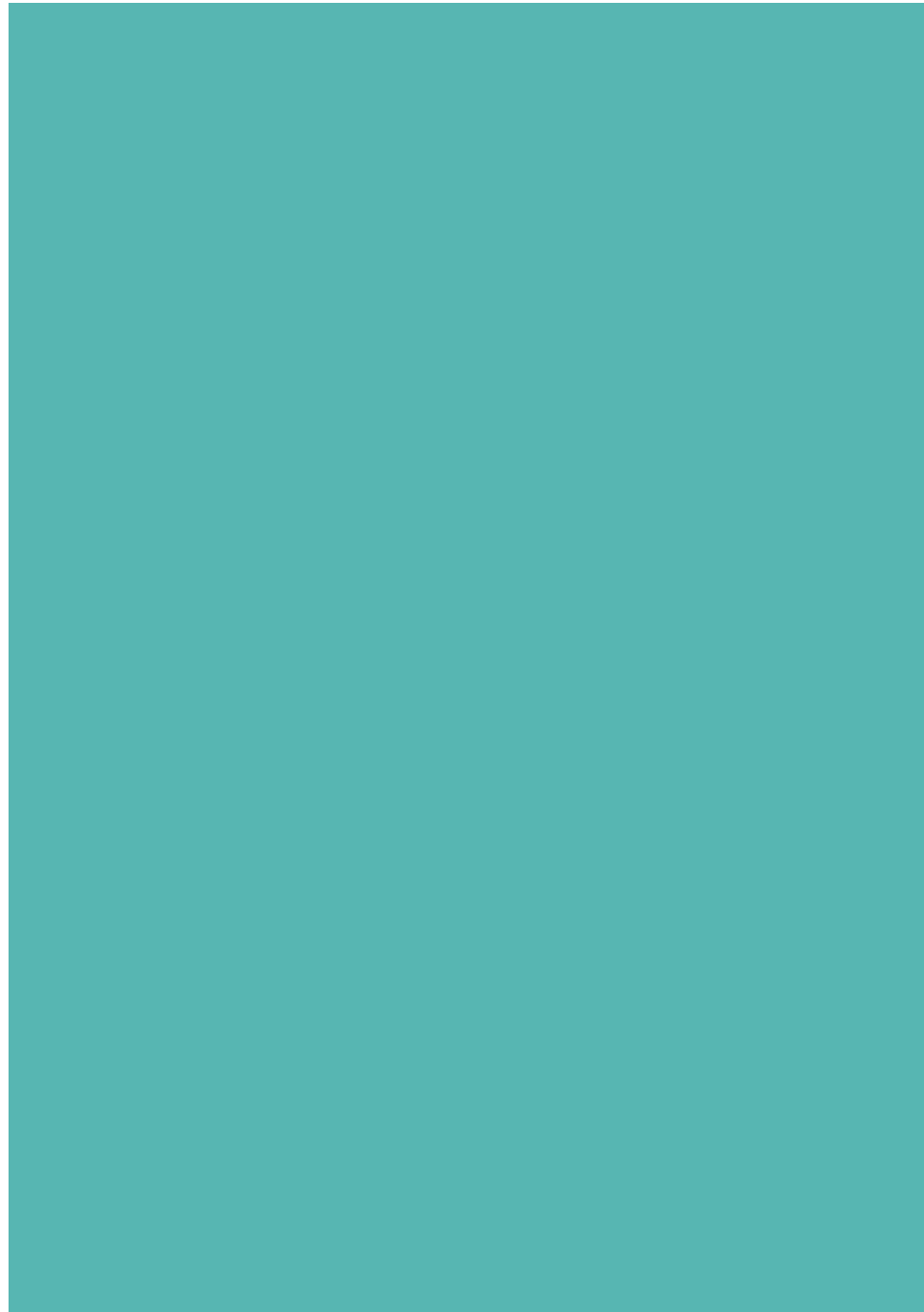
from One day a dinosaur
scared the city
and a brave
teacher came her
name was Miss
Seamer. She scared it
away with her sword.

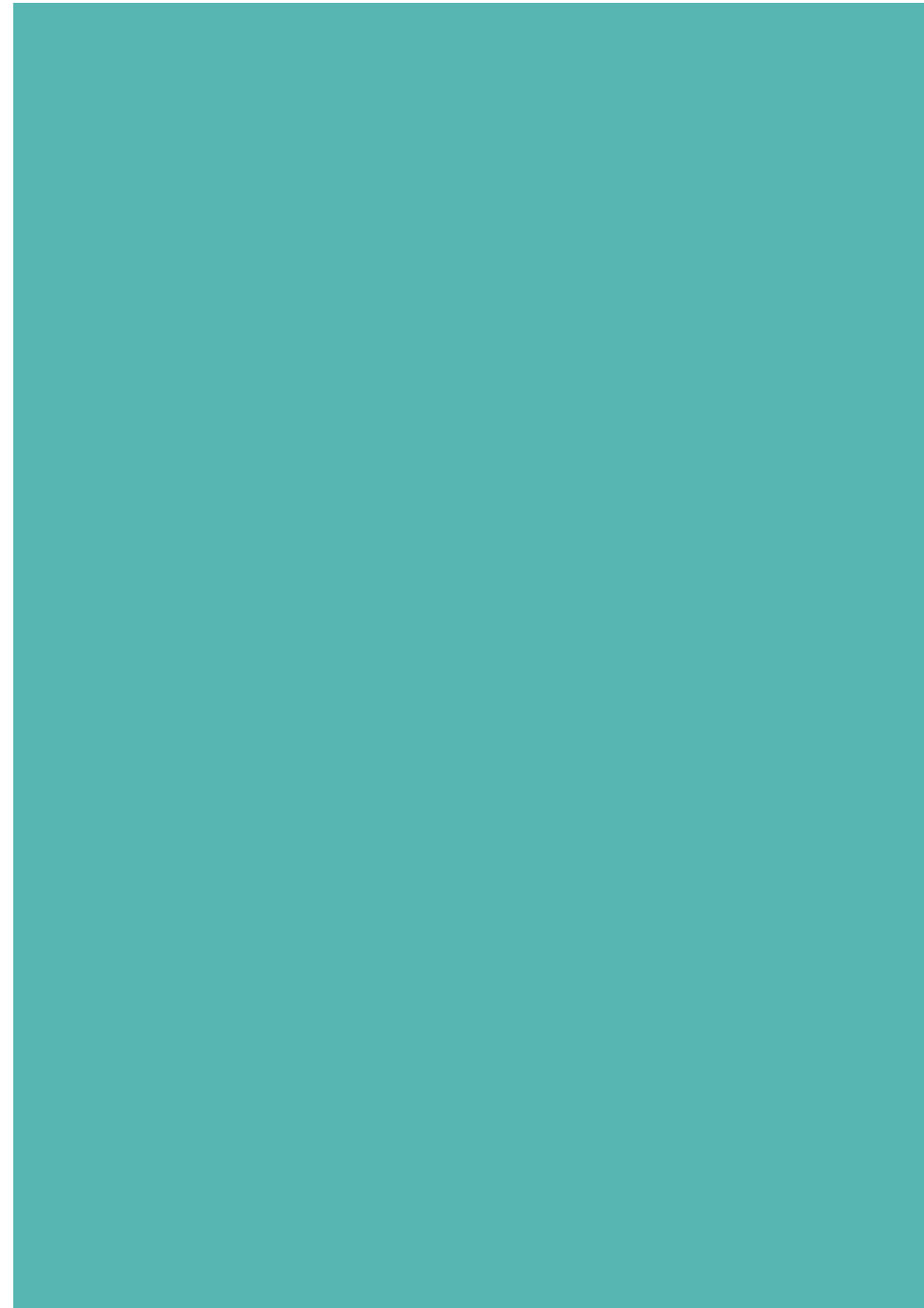




"Being on the bus means being part of a network of teachers and leaders committed to advocating for the right of every child to be taught to read with evidence informed teaching practice. We do this by continually developing our skills and knowledge through quality professional learning, dialogue with other teachers and actively participating in our education community."

www.jocelynseamereducation.com







I am
on the bus!



I am
on the bus!



We all have a role to play in
driving change forward.



People



Jocelyn Seamer
EDUCATION

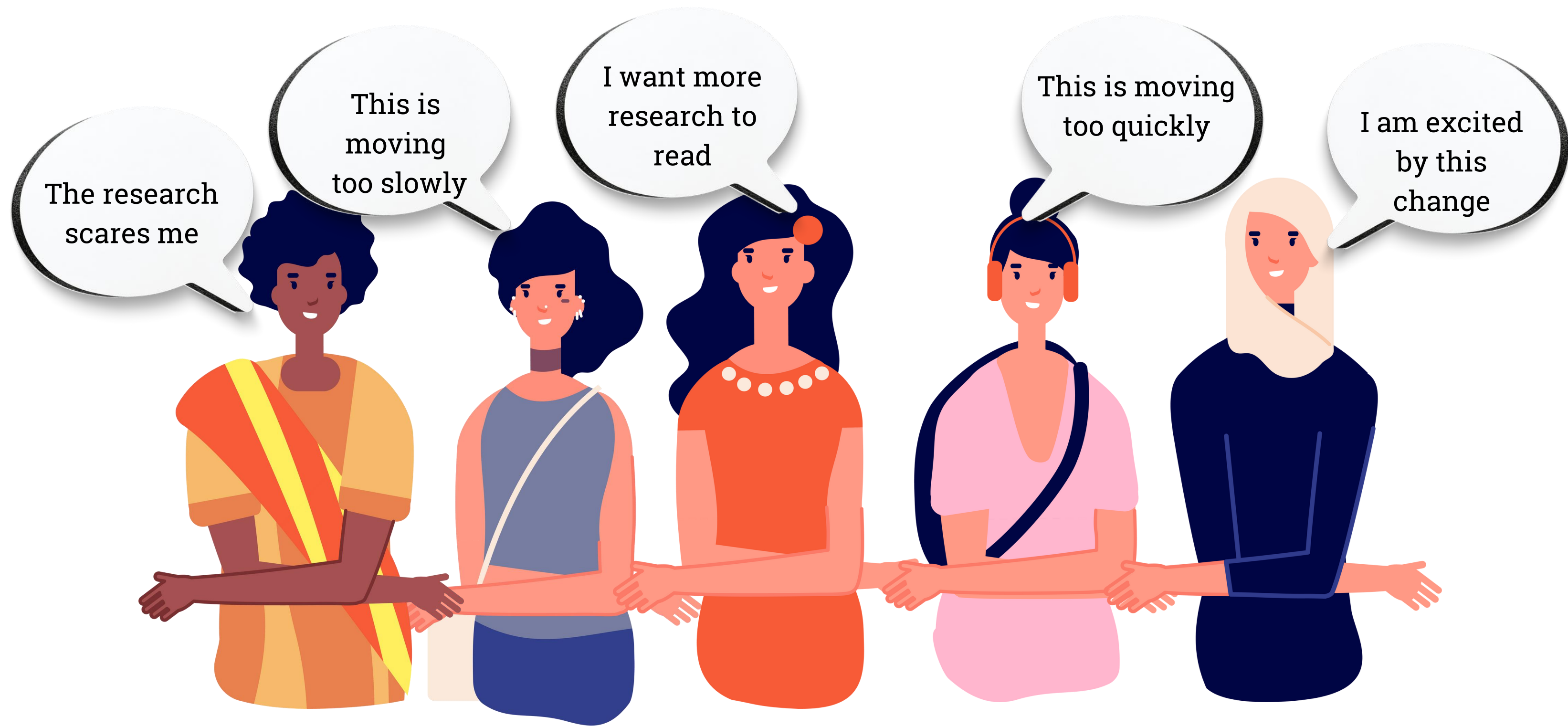
TEACHING MATTERS SCIENCE OF LEARNING
NATIONAL SUMMIT

"Connection is the energy that exists between people when they feel seen, heard and valued; when they can give and receive without judgement; and when they derive sustenance and strength from the relationship."

Brené Brown

Just as with children, teachers will come to new learning with different levels of ease and speed.





I hear there's this thing called structured literacy. It might be OK



I hear there's this thing called structured literacy. It might be OK



I have done some training. There is SO much to relearn. Now that I have started looking into the SoR I feel totally overwhelmed. I think I know a bit about it, but even with tools, I feel lost. Everyone else seems to be ok with everything. I feel like a terrible teacher. I wish everyone would stop talking about this and just let me get on with teaching. I'm going to shut my classroom door and do it my own way.



I have tried this new program out and it seems to work. I used to feel that I knew what I was doing. Now I'm not so sure. Feeling uncertain sometimes stops me taking further action to develop practice.



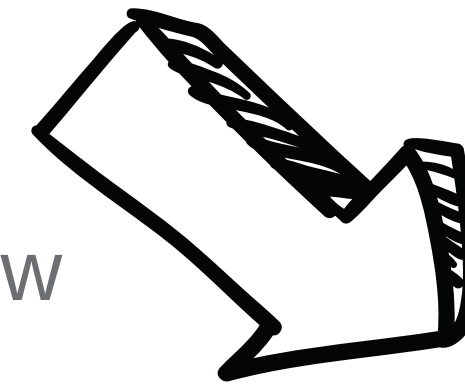
I have tried this new program out and it seems to work. I used to feel that I knew what I was doing. Now I'm not so sure. Feeling uncertain sometimes stops me taking further action to develop practice.



I have enough knowledge and experience now to feel confident in what I am doing. I am happy to take risks, be innovative and support others.



Sometimes this is how leaders feel too.



I have done some training. There is SO much to relearn. Now that I have started looking into the SoR I feel totally overwhelmed. I think I know a bit about it, but even with tools, I feel lost. Everyone else seems to be ok with everything. I feel like a terrible teacher. I wish everyone would stop talking about this and just let me get on with teaching. I'm going to shut my classroom door and do it my own way.





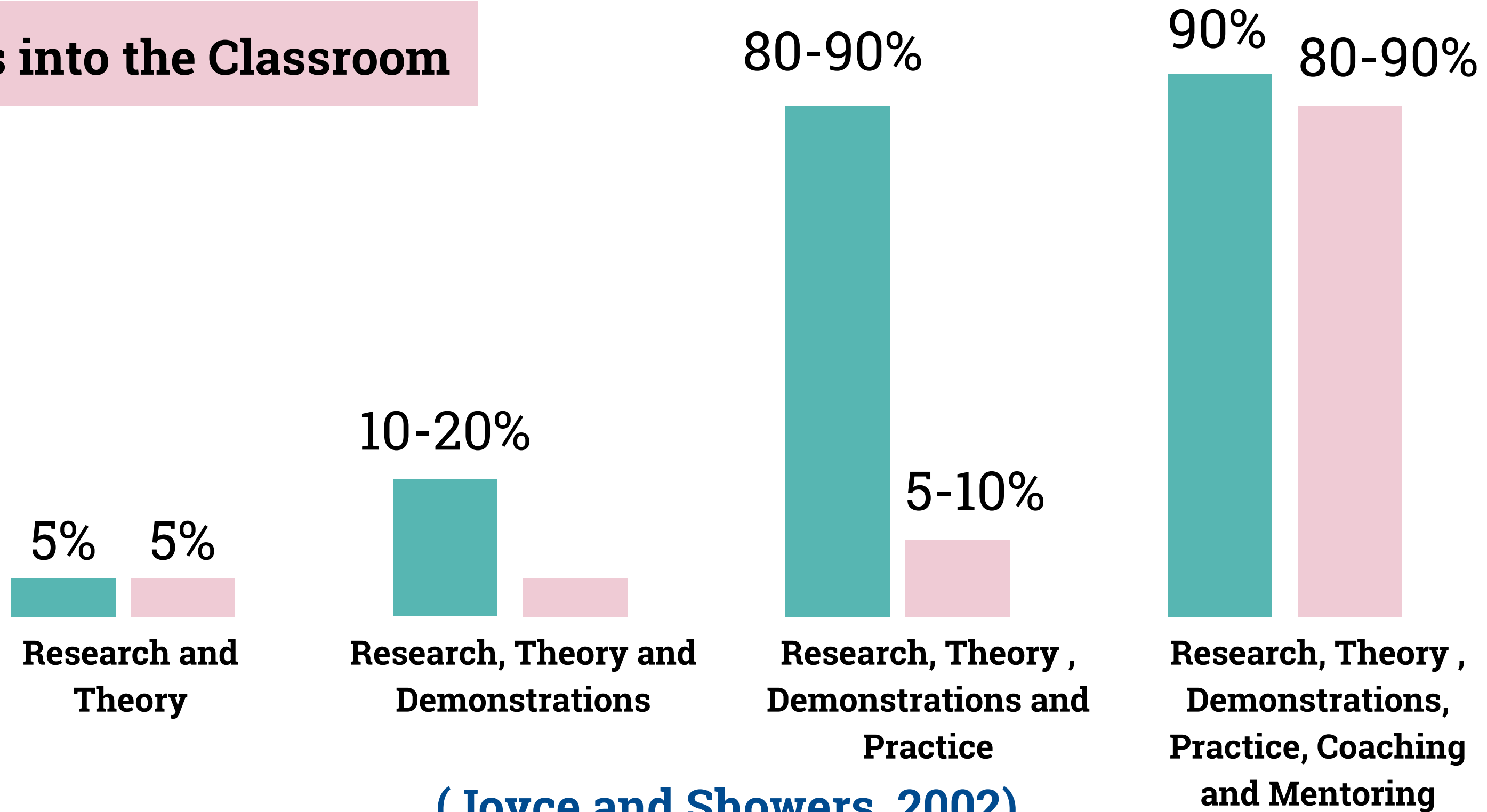
- Recognise that there are no 'one size fits all' solutions
- Listen
- Empathise
- Value professional viewpoints and feedback
- Stay out of judgement
- Walk alongside
- Team teach
- Plan collaboratively
- Lighten the load

Vulnerability and fear often show up as resistance



Personal Mastery

Skills into the Classroom



(Joyce and Showers, 2002)

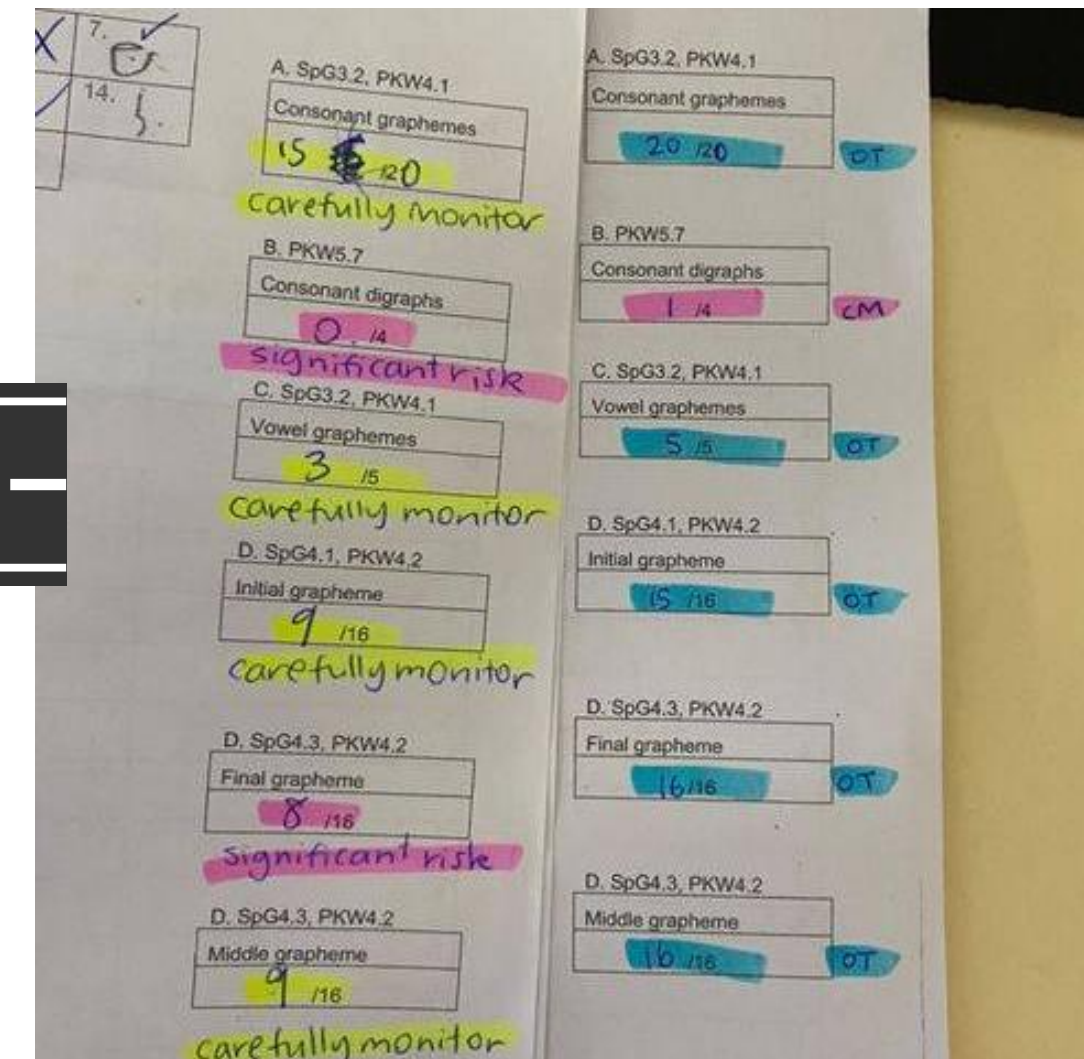
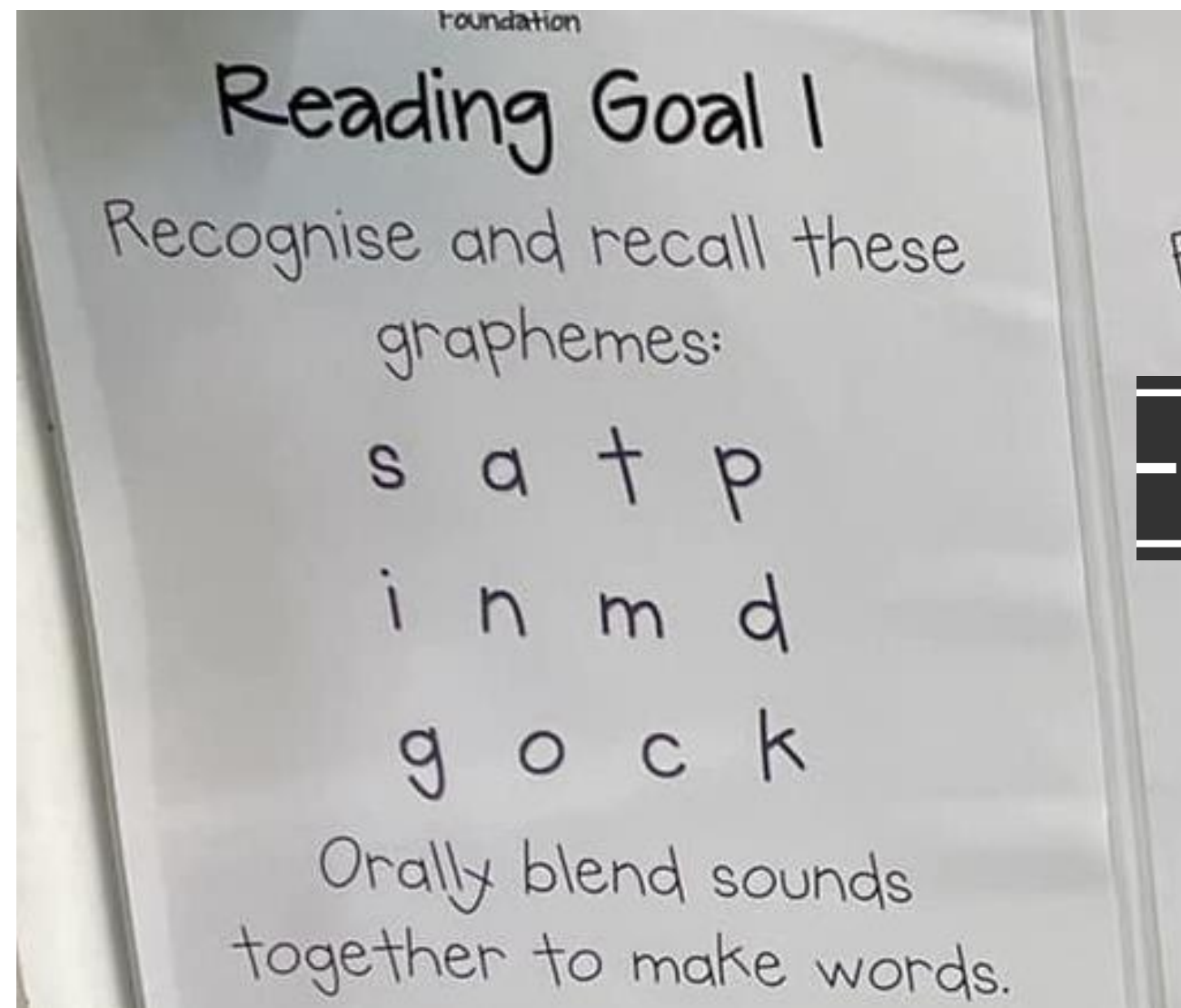
Practice



Jocelyn Seamer
EDUCATION

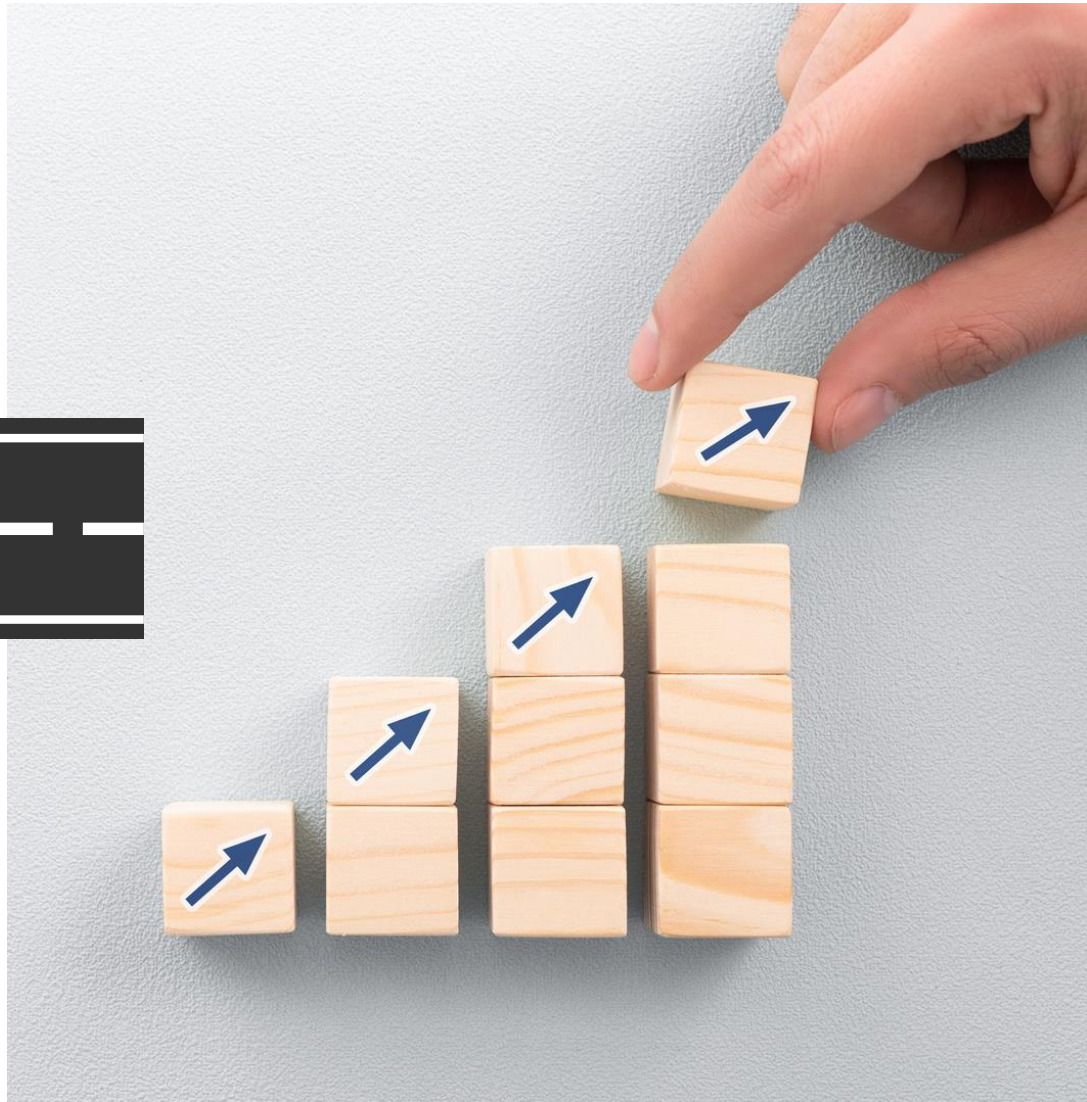
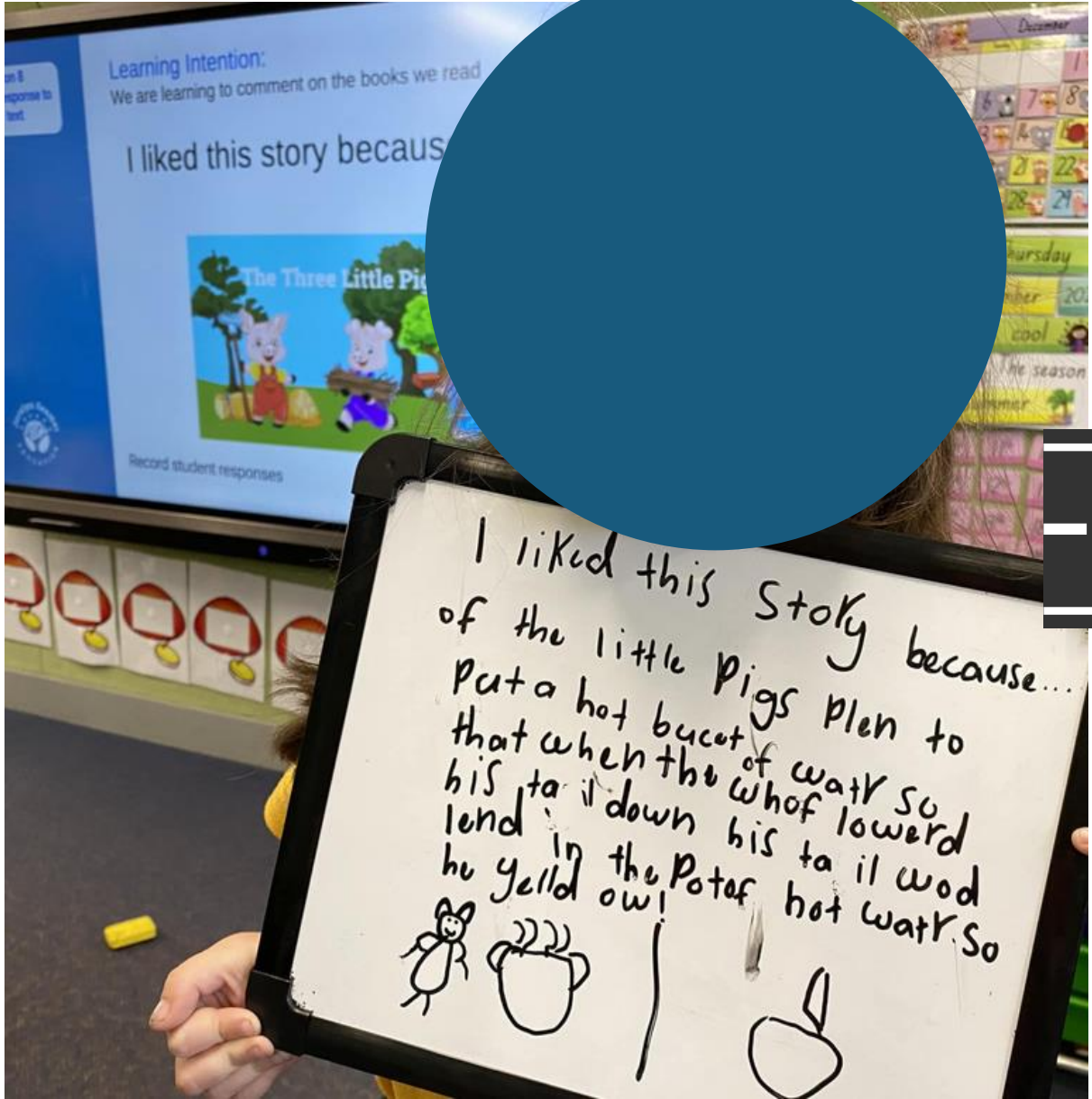
TEACHING MATTERS SCIENCE OF LEARNING
NATIONAL SUMMIT

Connect practice with purpose



Who is / is not being served?

Connect practice with results



What is the connection between our actions and student results?

Connect practice with evidence



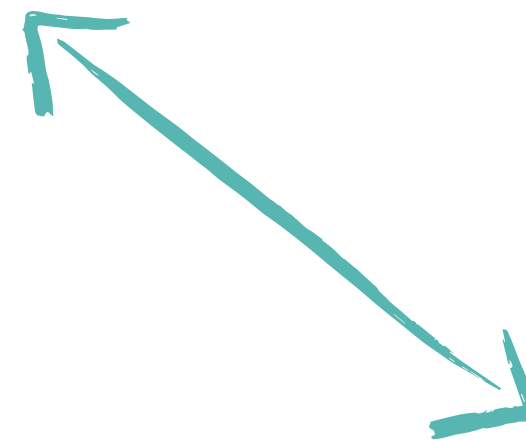
How does our practice reflect research evidence (as we understand it at this point in time)?

Connect new and previous practice



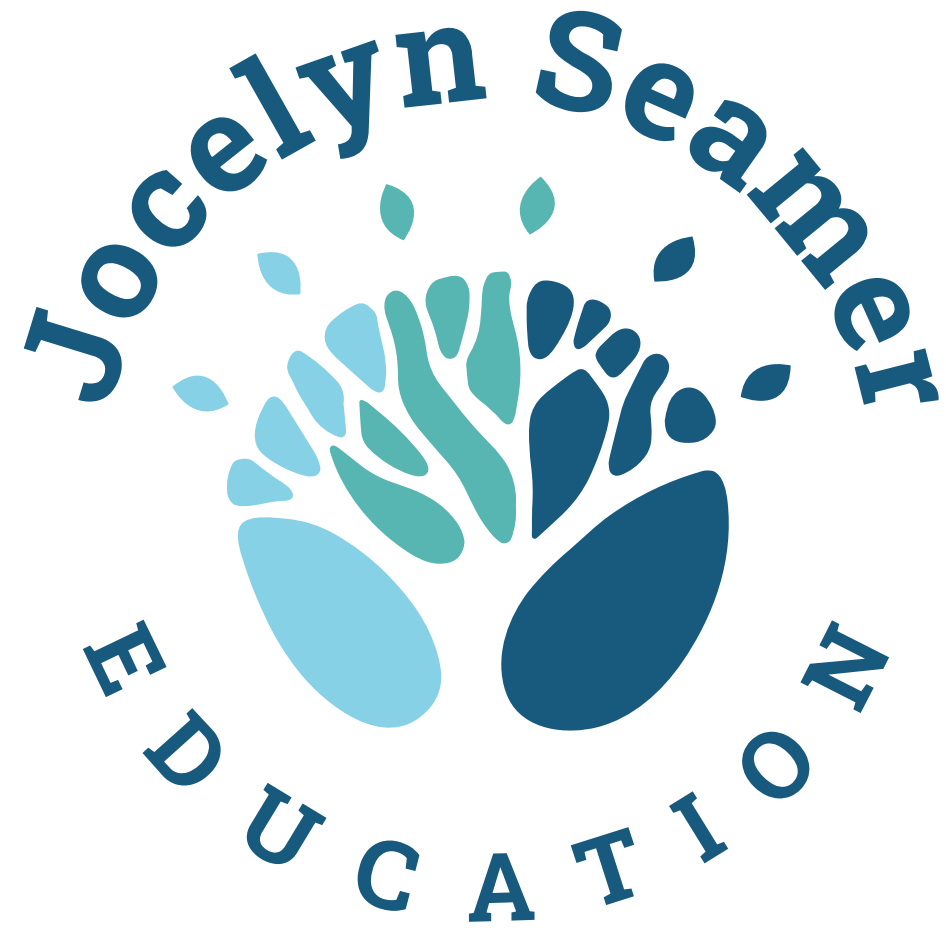
What did we value about previous practices that we can bring to our new reality?

Often, change in practice come
before change in belief.



Connection





www.jocelynseamereducation.com



TEACHING MATTERS *SCIENCE OF LEARNING
NATIONAL SUMMIT*