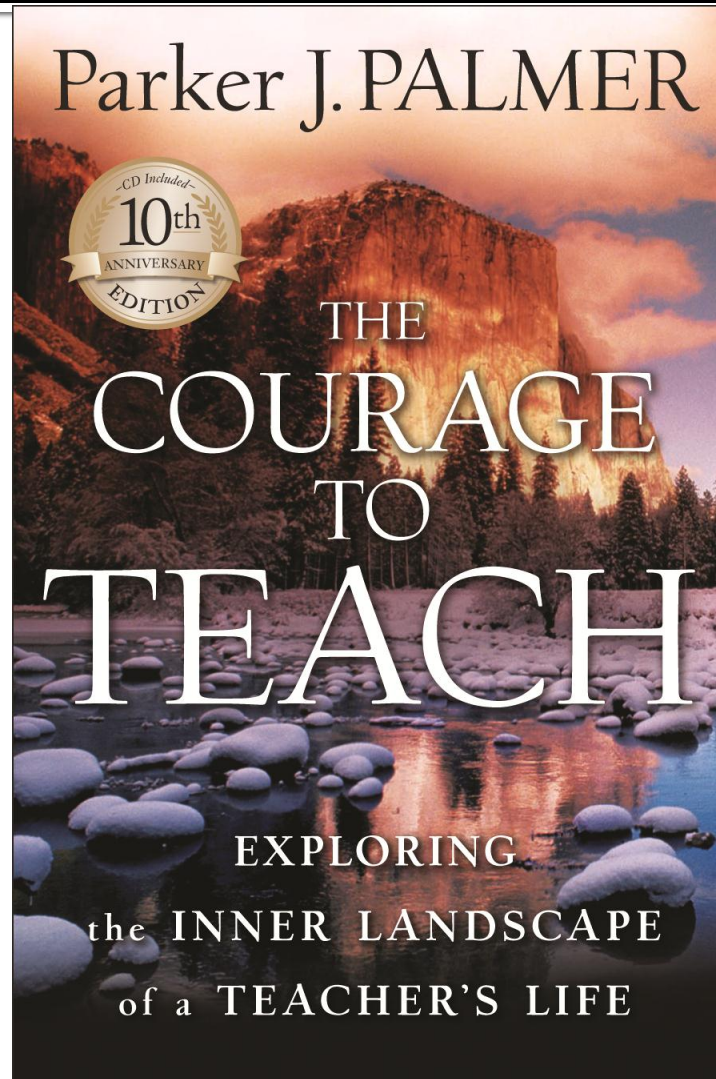


The Courage to Teach & Lead

**Reflective Practice to
Improve Schools**

Mary Kaye Siebert, Ph.D., USD 320, Wamego Schools
November, 2012

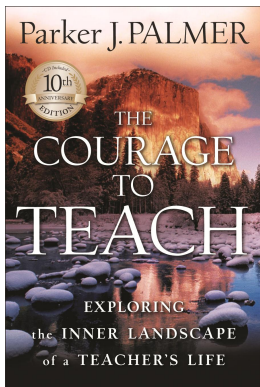
The Courage to Teach



Mary Kaye Siebert, Ph.D., USD 320, Wamego

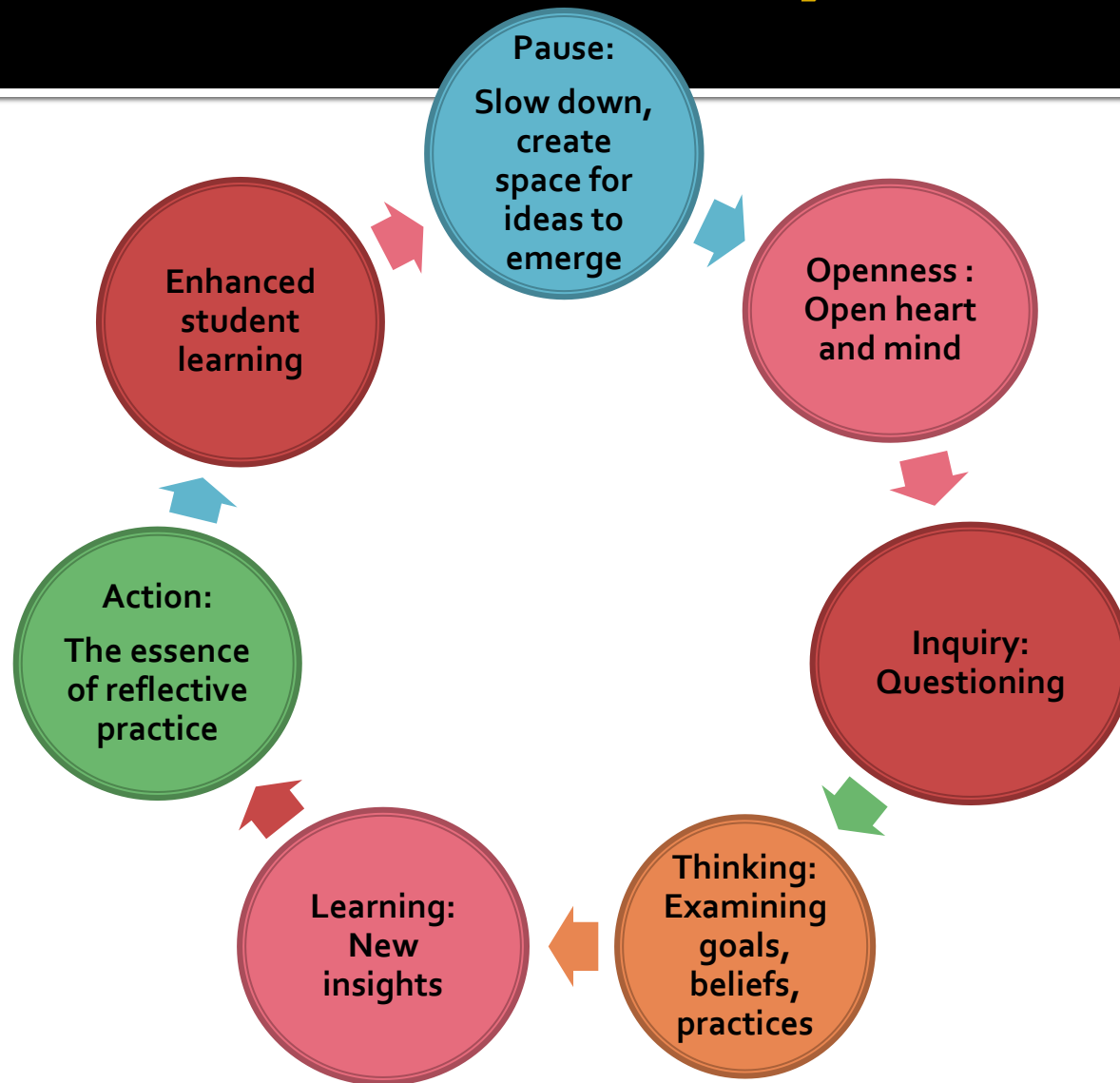
Based on a simple premise:

Good teaching cannot be reduced to technique or skills but is rooted in the identity and integrity of the teacher.



**What calls us to this
work of teaching and
the teaching life?**

Reflective Practice Cycle (York-Barr et al., 2006)



Reflective Inquiry in Action

■ **A Moment in Teaching**

Reflect/Journal on a moment in your teaching when things went so well, you knew you were born to teach.

Reflective Inquiry in Action

Reflect/Journal on a moment in your teaching when things went so well, you knew you were born to teach.

- In A-B-C triads, take turns sharing these stories. Help each other **name the gifts of the teacher** that helped make this good moment possible, not techniques, but the qualities of the person.
- **Write down your gifts that are revealed by your partners.**

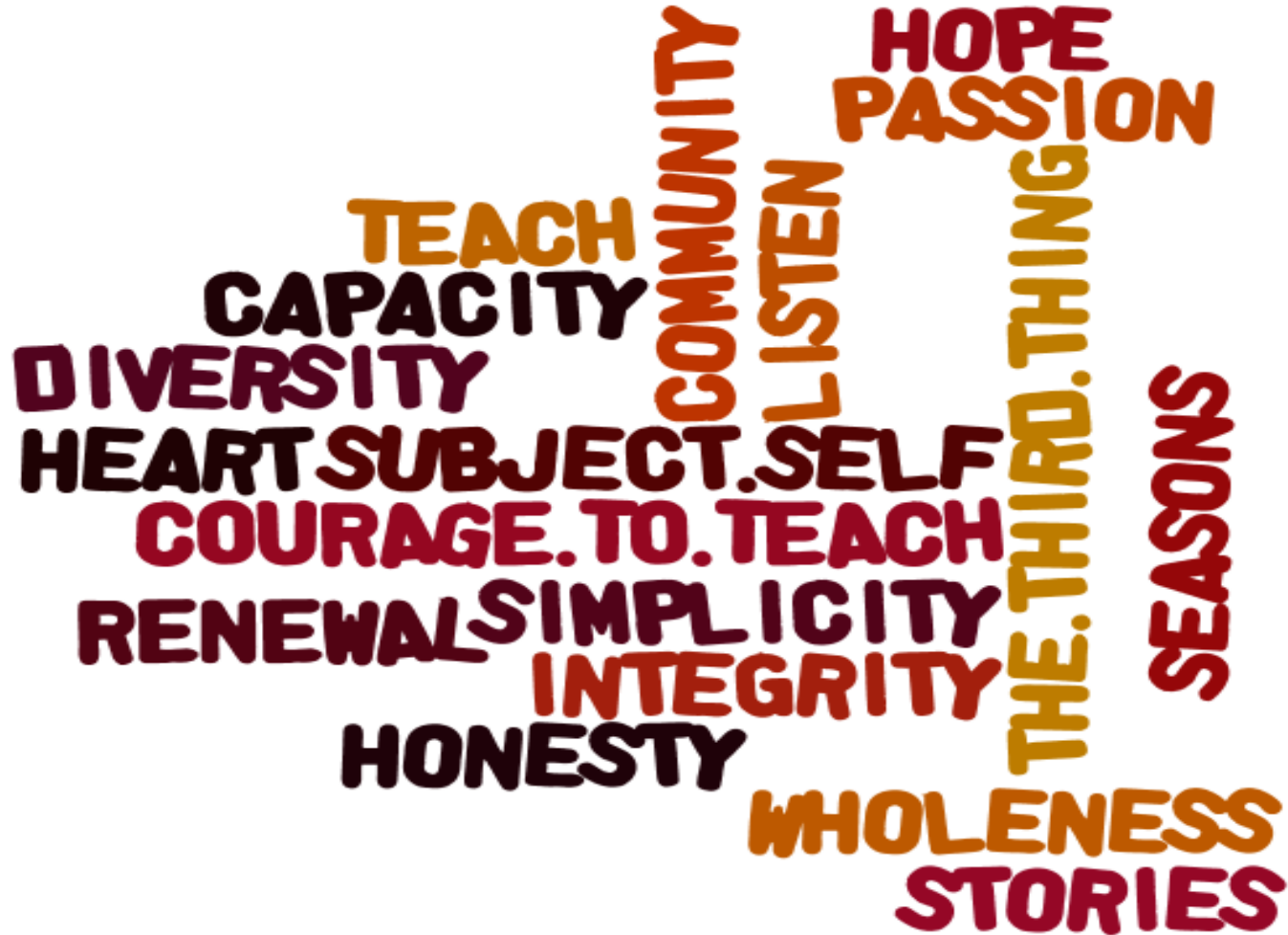
Reflective Inquiry in Action

Teachers, how often do you get time to reflect and share these more heart-centered thoughts with colleagues?

Administrators, where do you provide time for this type of reflection and sharing in our school district's professional development?

"We teach who we are"

-Parker Palmer



The Heart of the Matter

- **Quality teachers are the single most important factor in determining student performance**
(Marzano, 2003)
- **Teacher Burnout and Attrition**
 - Baby boomers retiring, birthrates and immigration increasing.
(Johnson, 2006)
 - 40-50% of new teachers leave the profession in the first five years
 - Two-thirds of these teachers leave due to job dissatisfaction
(Ingersoll, 2003, 2007)
 - Burn out can result in isolation and caring less about students and other responsibilities associated with teaching (Patterson, Collins, & Abbott, 2004)

The Heart of the Matter

How do we retain and sustain good teachers?

- Improve working conditions
- Collaboration with fellow teachers
- Time to reflect on who we are as teachers, our practice and student learning leads to

RENEWAL

(Brock & Brady, 200; Johnson, 2006, Ingersoll, 2007)

Alignment between Vocational Purpose & Practice

**“We teach WHO
we are”**

(Palmer, 2007)

We Teach Who We Are

- ❖ When teachers struggle to maintain focus on a deep purpose, helplessness and hopelessness prevails.
- ❖ Professional engagement occurs when individuals are committed and passionate about their work...the driving force behind innovation, creativity and change
- ❖ A purpose based on deep values, creates motivation, and desire to align the “who” with the “what”.

(Vandenberghe & Huberman, 1999; IEE, 2007; George, 2007)

Effective Professional Development

“We teach who we are”

(Palmer, 2007, p. 1)

- When teachers struggle to maintain focus on a deep purpose, helplessness and hopelessness prevails.
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Effective Professional Development

- Helps teachers reach high standards and improve student learning.
- Allows for full immersion in studying, doing, and reflecting
- Provides opportunities for research and inquiry about what they do and how it impacts student learning.
- Gives time to examine our purpose and practice, in a collaborative setting, enhancing the psychic rewards of coming to work each day

RENEWAL as Professional Development

Helps teachers...

- **Grow and contribute to the growth of others...providing energy to work efficiently and avoid problems that could potentially arise.**
- **Connect the WHO that teaches with the role of the teacher**
- **Renew- Gain a sense of peace and purpose in their work, enhancing their desire and ability to create positive learning environments for children.**

Brock & Grady, 2000; Steffy et al., 2000; Hargreaves & Fink, 2006

Reflective Practice

- **Deep thinking**
- **Addresses the concept of *identity* in which reflective practice focuses on one's mission, identity, and values.**
- **Develop a deeper level of self-awareness about the nature and impact of their performance.**

(Dewey, 1910; Osterman and Kottkamp, 1993; York-Barr et al., 2006)

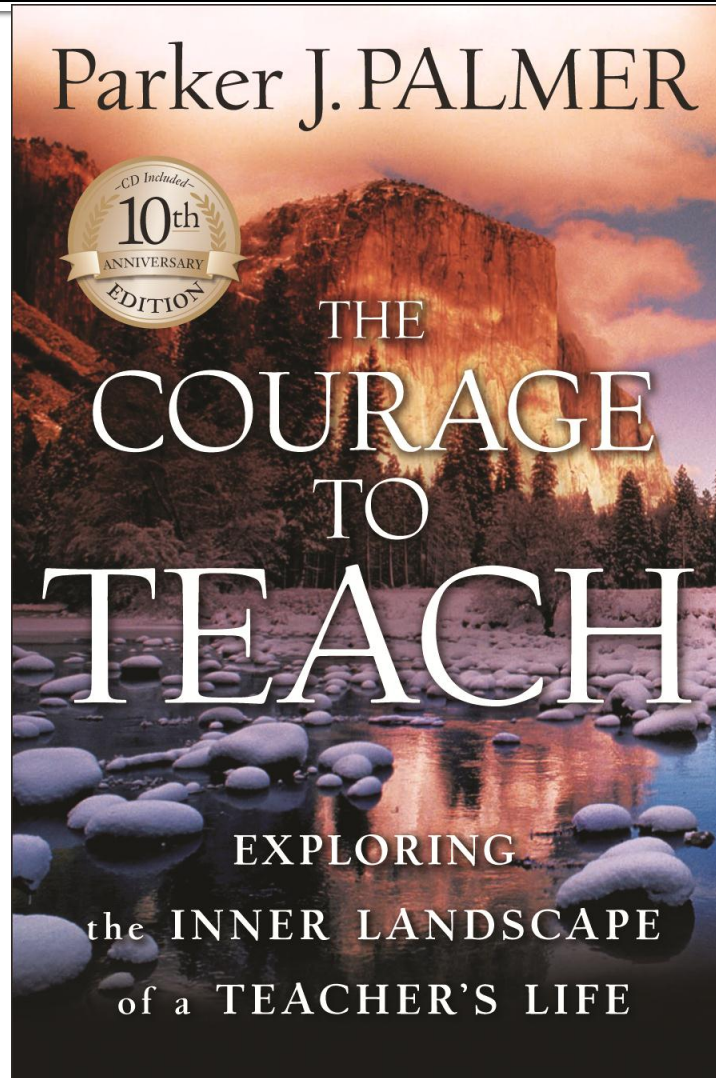
If vocational vitality is an essential component of good teaching—and by extension, student learning and effective schools—then it deserves commensurate attention in the lives and work of teachers.

One School's Journey

Year One
7 teachers

Year Two
12 teachers

Year Three
18 teachers



Mary Kaye Siebert, Ph.D., USD 320, Wamego

*** Use of 3rd
Things**

*** Parameters for
Circles of Trust
gatherings
(TOUCHSTONES)**

***By Invitation!**

The Courage to Teach, written by Parker Palmer, builds on a simple premise: **good teaching cannot be reduced to technique or skills but is rooted in the identity and integrity of the teacher.**

"The question we most commonly ask is the 'what' question – what subjects shall we teach? When the conversation goes a bit deeper, we ask the 'how' question – what methods and techniques are required to teach well.

Occasionally, when it goes deeper still, we ask the 'why' question – for what purpose and to what ends do we teach?

But seldom, if ever do we ask the 'who' question – who is the self that teaches? How does the quality of my selfhood form, or deform, the way I relate to my students, my subject, my colleagues, and my world?" ~ Parker Palmer

One School's Journey

KEY

Electron Distribution
For the element at the end
of the period or series

Atomic Number

Atomic Weight
Atomic weight in () = mass number
of the most stable isotope

| | | | | | | | | | | |
|---------------|----------------|----------------------|----------------------|----------------------|---------------------|----------------------|--------------------|--------------------|--------------------|--------------------|
| Fr (223) | Ra 226.0254 | Rf (261) | Ha (262) | Sg (263) | Uns (262) | Uno (265) | Uue (266) | | | |
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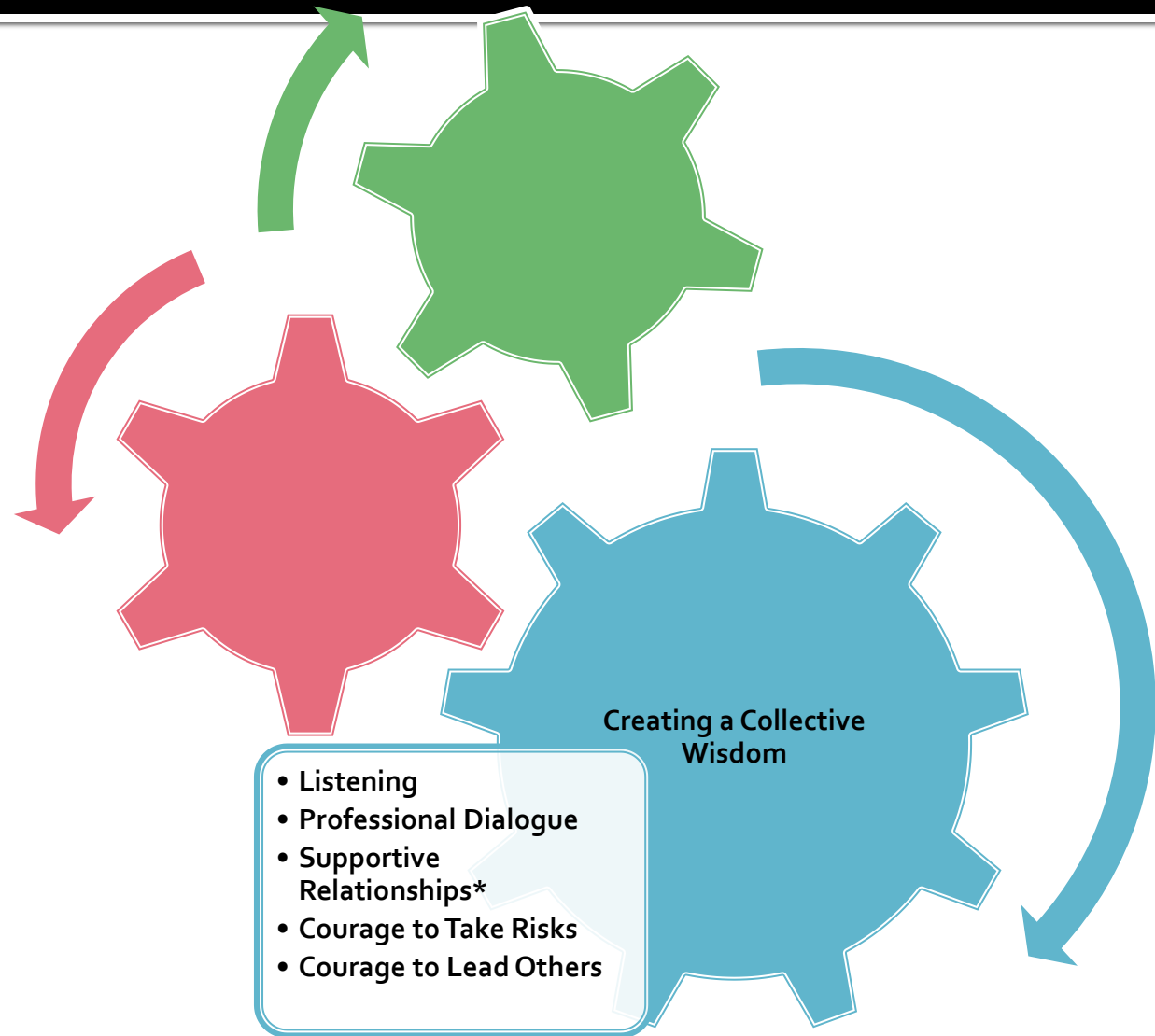
**The
voice of
the
teachers**

The Voice of the Teacher



**How has
Courage to
Teach
impacted
you?**

Impact of Process on Teachers:

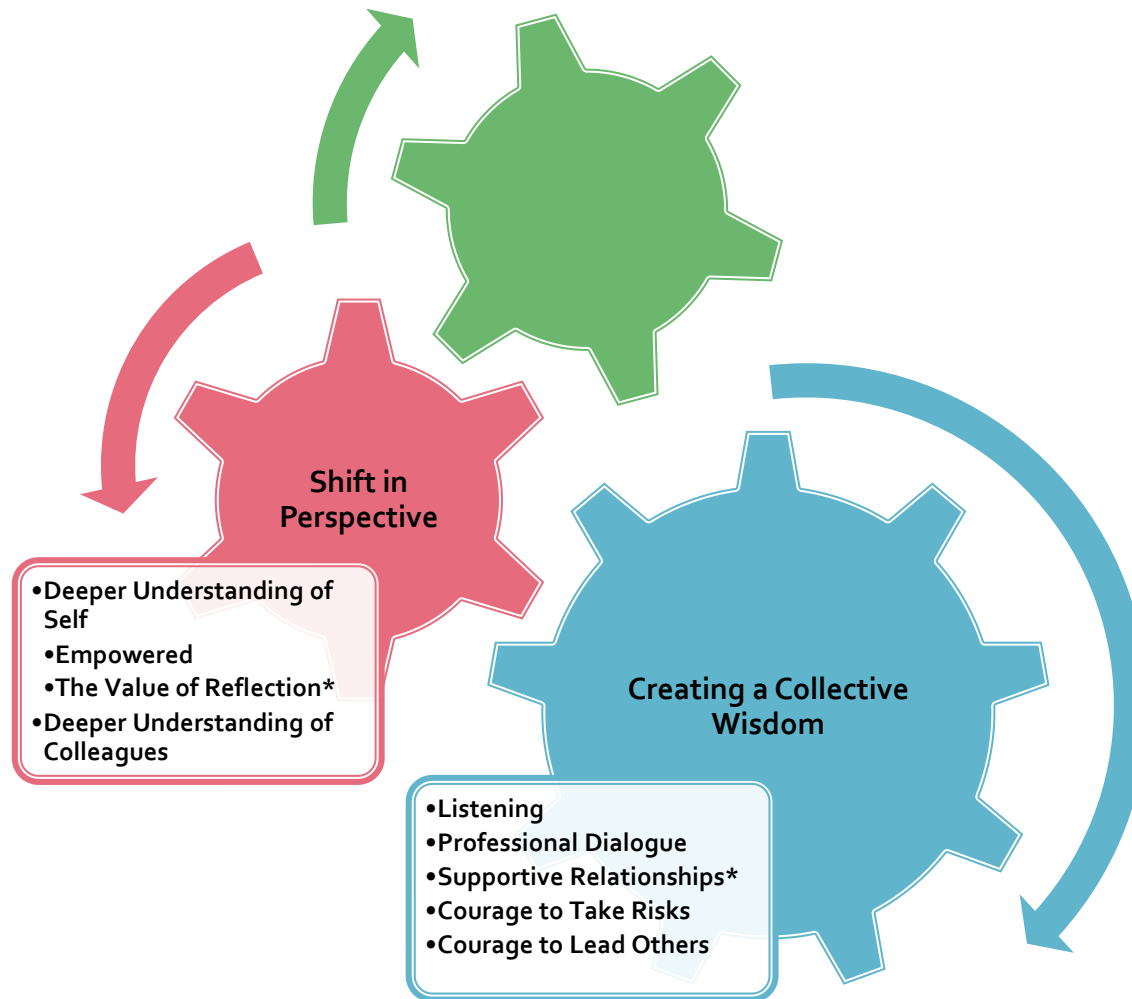


The Voice of the Teacher



Why is this kind of professional development important to teachers?

Impact of Process on Teachers:



The Voice of the Teacher



How has
**Courage to
Teach**
impacted
you?

Circle of Trust Touchstones

1. **Double confidentiality**
2. **Listen with the intent to understand. SILENCE is okay!**
3. **During the group time, we will refrain from trying to “fix” each other – or solve each other’s problems...but to “hear each other into speech”.**
4. **We will ask honest, open questions instead of giving advice or analysis.**

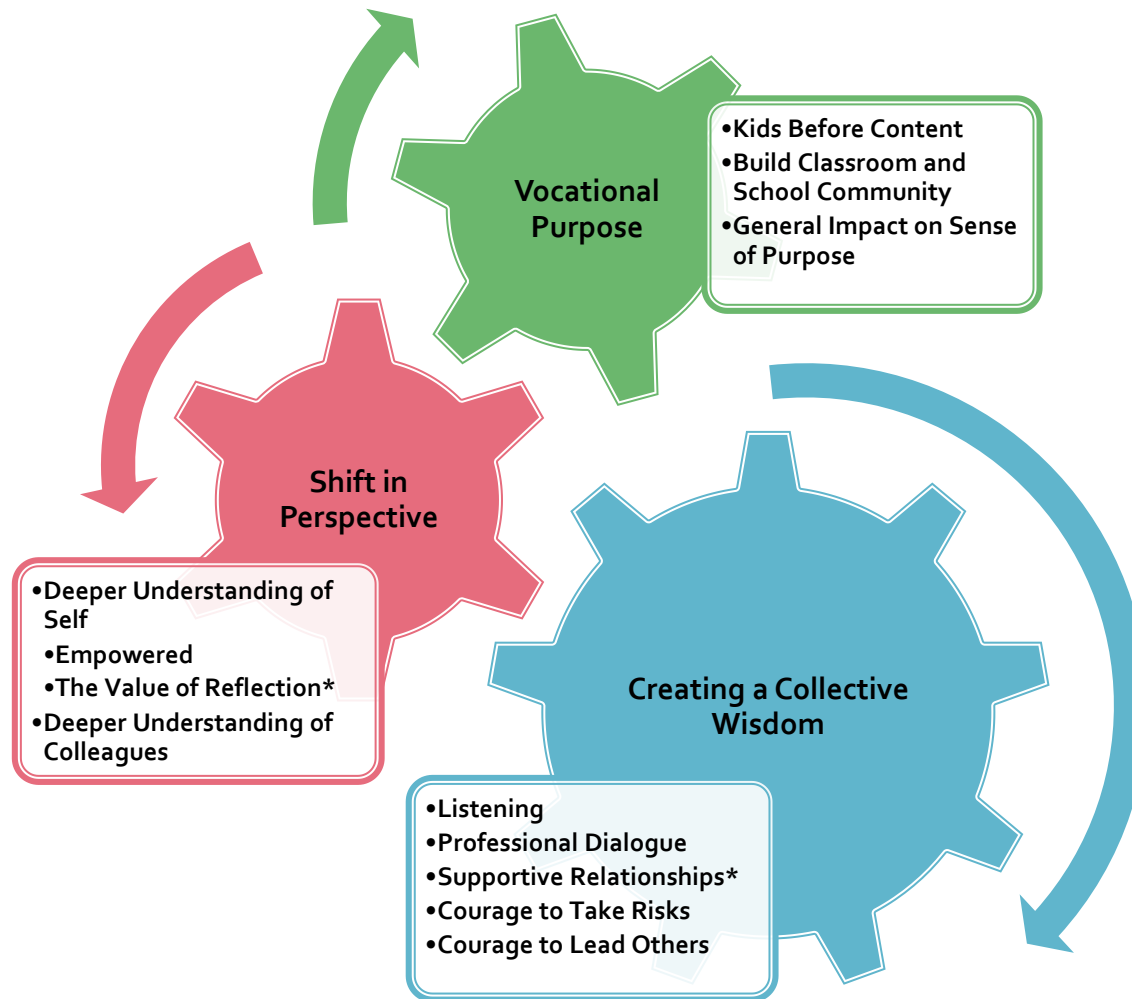
The Voice of the Teacher

Vocational Purpose

"Courage to Teach has renewed my focus...helping me to remember why I became a teacher in the first place.

It reaffirms my belief in teaching, my students, in education in general."

Impact of Process on Teachers:



Impact on Students (Intrator & Scribner)

I feel that in mirroring the beliefs I hold for connectedness; the hope is that no student (not one!) will feel on the outside looking in. I make sure in this data-driven year of test scores, that I don't lose heart and that my children feel cared for or connected to at the end of each day.

(Elementary school teacher, 23-years' experience)

I have a broader and deeper perspective which I think/hope has strengthened my ability to reach and work with kids who are already "outside" or in danger of leaving the system of education because they don't feel listened to.

(Elementary school teacher, 21-years' experience)

Impact on Students (Intrator & Scribner)

I am able to see through a sharper lens—to make choices as action rather than reaction. I feel calm and focused as a teacher. I feel more “tuned-in” to my students and their needs, so I am better able to accommodate them and encourage their growth. (High school teacher, 7-years’ experience)



The Voice of the Teacher

“We as teachers can only give what we have.

If we have more to give because of Courage to Teach, *(and we do)*, more is accomplished in the classroom.”

What difference does this courage work have on students?

How do you make it work in your learning community?

- **Teachers benefit from practices of reflective inquiry under the following conditions:**
 - **Time** (Bolin & Falk, 1987)
 - **Space away from the school and school day** for the deeply personal form of reflective practice (York-Barr et al., 2006)
 - **A commitment to the norms builds trust** (Tschannen-Moran, 2004)
 - **Book study:**
 - Inner teacher  Paradoxes in education  Communities of teaching and learning. (Palmer, 2007)
 - **Skilled facilitation:** listen, care, redirect, remain neutral (Osterman & Kottkamp, 2004)
 - **Support from administration.** (Chappuis, Chappuis, Stiggins, 2009)

Past Circle of Trust Participants Share

- “The most deeply meaningful educational experience I’ve ever had. Full of substance, affirmation, and light, it is life-altering.”
- “It has renewed my joy in teaching. I still see the school issues, but I can separate those aspects more easily now from my classroom experiences. I feel renewed and excited about teaching itself.”
- “Rich, abundant, thought- and heart-provoking.”
- “I loved the balance between self, work & sharing with others.”

Past Circle of Trust Participants Share

- “Heart-centered, soul-searching, uplifting, gentle yet demanding, strengthening, and full of gifts to take home and share with others.”
- “Empowering & encouraging.”
- “If public education is going to be a true road to a meaningful life and healthy community membership, we must nurture educators so they do not burn out and despair beneath overwhelming demands, but maintain an inner gyroscope and persevere.
- “Fantastic! Restorative, surprisingly what I needed in ways I couldn’t expect.”

Fire...

- Poem
- Bookmark

Fire

What makes a fire burn
is space between the logs,
a breathing space.

Too much of a good thing,
too many logs
packed in too tight
can douse the flames
almost as surely
as a pail of water would.

So building fires
requires attention
to the spaces in between,
as much as to the wood.

When we are able to build open spaces
in the same way we have learned
to pile on the logs,
then we can come to see
how it is fuel, and
absence of the fuel together,
that make fire possible.

We only need to lay a log
lightly from time to time.

A fire grows
simply because the space is there,
with openings
in which the flame
that knows
just how it wants to burn
can find its way.

***How might you create “space”
for the “fire” to grow?***

Within yourself?

Your students?

Your teachers?

Center for Courage & Renewal

<http://www.couragerenewal.org/>

CENTER FOR
Courage
& Renewal

RECONNECTING WHO YOU ARE WITH WHAT YOU DO

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Welcome to the Center for Courage & Renewal

The Center works to foster personal and

Mary Kaye Siebert, Ph.D., USD 320, Wamego

Coming Soon....

Courage To Teach Retreat

July 12-14, 2013

Rock Springs 4-H Center

First in Kansas!!!

For more information contact Mary Kaye Siebert

siebertm@usd320.com

OR

The Center for Courage & Renewal Website

<http://www.couragerenewal.org/>

Additional Books for Your Reflective Practice

- Brown, J. (2007). *A leader's guide to reflective practice*. Victoria, BC: Trafford.
- Houston, P. & Sokolow, S. (2006). *The spiritual dimension of leadership: 8 key principles to leading more effectively*. Thousand Oaks: Corwin Press.
- Intrator, Sam M. (2002). *Stories of the courage to teach: Honoring the teacher's heart*: San Francisco: Jossey-Bass
- Nepo, M. (2005). *The exquisite risk: Daring to live an authentic life*. New York: Three Rivers Press.
- Palmer, P. (2000). *Let your life speak*. San Francisco: Jossey-Bass.
- Palmer, P. (2004). *Hidden wholeness: A journey toward an undivided life*. San Francisco: Jossey-Bass.
- Palmer, P. (1997). *The courage to teach*. San Francisco: John Wiley & Sons, Inc.
- Palmer, P. & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco: Jossey-Bass.
- York-Barr, J. Sommers., W., Ghere, G., Montie, J. (2006). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks: Corwin Press.
- Wheatley, M. (2010). *Perseverance*. San Francisco: Berrett-Koehler.

Questions?

If this topic resonates with what you believe to be essential to teaching and learning, take a moment to let KSDE know.

*Thank you for the honor of being with
you today.*

~Mary Kaye

Center for Courage & Renewal Facilitator