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THE UNIVERSITY OF
MELBOURNE

TEACHER MIND FRAMES AND BELIEF SYSTEMS

FACILITATOR GUIDE

Mr. Cooper



At a job interview
"For me learning starts
a space of belonging
love granting students
to drive their own
love watching their
with curiosity."

The first day of
"I believe learning
are one and the same
doing my job right
to find your passion
your own projects."

Biography:



Australian Government
Australian Research Council





Teacher Mind Frames and Belief Systems: Facilitator Guide

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OVERVIEW

WHAT IS IT?

The Teacher Mind Frames and Belief Systems workshop invites participants to explore how their beliefs shape the physical and experiential elements of the learning space they practice in. The workshop is based on the premise that teachers who exhibit the teacher mind frames as conceptualised by John Hattie¹ are “more likely to have major impacts on student learning” (p.182). This workshop uses design thinking activities, specifically in the form of a persona tool, to help participants reflect on their mind frames and belief systems and then identify how this shapes their professional and teaching practices in innovative learning environments.

HOW DID WE COME UP WITH IT?

The Teacher Mind Frames and Belief Systems workshop was developed using design thinking principles that move participants between divergent, expansive thinking exercises and convergent, solution-oriented modes of thinking. Adapting a persona tool used in human-centred design to profile a potential educator helps participants empathise with how that individual views an innovative learning environment and the practices within it. The design-thinking approach also takes into account the ever-changing perspectives of diverse people involved through open collaboration.

The workshop begins with the assumption that powerful impacts in the use of innovative learning environments relate to how teachers think. John Hattie describes a teacher’s mind frame as the mediating variable that directs how teachers and school leaders think and act when engaged in all aspects of teaching. This workshop not only helps support the development of reflective practices but also the promotion of teacher agency through collective development and consideration.

HOW WILL IT BENEFIT YOU?

This workshop is a reflective exercise that can provide individual teachers with strategies to develop:

- reflective and reflexive practices as one way of delivering evidence-based teaching;
- a practice of self-reflection, self-inquiry and discussion with colleagues; and
- reflections of their teaching practices in innovative learning environments.

WHAT DOES SUCCESS LOOK LIKE?

Teachers come away from the workshop with a shared understanding of how individual teachers’ beliefs about learning shape their teaching. This collaborative workshop is designed to help teachers’ understand the challenges they face through teachers’ collective knowledge and from multiple perspectives. The workshop also creates opportunities to discuss strategies for overcoming challenges. By identifying the opportunities and challenges to their practices—things that they have some control over and can change—teachers are empowered to transform their practices in innovative learning environments.

WHERE CAN I GET MORE INFORMATION?

For more information please see:

Mahat, M., Grocott, L., & Imms, W. (2017). “In the real world...”: Teachers’ perceptions of ILEs. ILET phase 1 teacher workshops. Melbourne: University of Melbourne, LEARN, Retrieved from: <http://hdl.handle.net/11343/194339>

¹Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.



FACILITATOR'S CHECKLIST

TIME

Allow a minimum of two hours for this workshop.

WORKSHOP VENUE

Prepare an area that can accommodate whole group interaction as well as tables and chairs for paired discussion.

PARTICIPANTS

Participants work individually, in pairs and as a whole group. It is recommended to have a maximum of 20 participants per facilitator.

MATERIALS TO PURCHASE

- Glue stick
- Pens

PREPARATION

Code	Item ¹	Format/Preparation	Quantity
TM01	Teacher persona	A4 double-sided print	Three sets
TM02	Teacher beliefs and practices	A3 double-sided print, folded on dotted lines	One per person
TM03	Tetrahedron	A4 single-sided print	One per person
TM05	Glue stick	To purchase	As needed
TM06	Pens	To purchase	One per person

¹The resources are supplied at 1:1 scale and should be printed at 100% of the original page size. The 'Choose paper source by PDF page size' on PC and 'Scale to fit paper size' on OSX in Adobe Acrobat will automatically print multiple page sizes automatically. For more information, please visit <https://helpx.adobe.com/acrobat/kb/print-mixed-page-sizes-acrobat.html>

STEP-BY-STEP GUIDE

As the facilitator, think of what you would like your participants to get out of this. It could be one or a combination of objectives including: developing reflective and reflexive practices as a way of engaging in evidence-based teaching; providing individual teachers with a forum to reflect about their practices and discuss with colleagues the strategies that would support a change in their teaching in innovative learning environments.

The following steps provide a ‘script’ that you could follow when running the workshop. It also provides the recommended time and required resources for each step. You can amend it to suit the audience and/or objective that you have identified prior to the workshop.



BEFORE THE WORKSHOP

[10 mins]

TM01, TM02, TM06

- » Decide your overall aims for the workshop – what you would like participants to get out of it.
- » The Teacher beliefs and practices worksheets (TM02) need to be folded on the dotted lines for distribution in Step 2.
- » Distribute and lay out one set of personas (TM01) and pens (TM06) on the tables.
- » Welcome participants and direct them to their groups/tables.



STEP 1: DISCOVER

[30-45 mins]

TM01, TM06

In pairs, choose a persona and create a biography of a fictitious teacher character. Be creative, think about their experiences, likes and dislikes, hobbies and even pets, if any. Think of what the character would believe in and how they would teach. Complete the template, i.e. the persona’s perceptions of the four elements of the learning space and statements of teaching practices, according to how you think the character would respond.



Tip for facilitators:

- » The activity seeks to explore how a teacher’s background and prior experiences can illuminate his or her teaching philosophy and potentially underlying beliefs on how learning happens. After the exercise, get participants to share their characters with the whole group.



Discussion prompts:

- » How do teachers’ background experiences and prior knowledge impact on their beliefs?
- » How do these beliefs impact on their teaching practices?



STEP 2: REFLECT

[20-30 mins]

TM02, TM06

Individually, develop your own personal biography based on your experiences. This will include details of how long you’ve been teaching, your teaching philosophy, what you would say on the first day of school, what you would say at a job interview. Complete the rest of the template by following the steps (1-4), including rating yourselves against belief and practice statements about teaching. There are no right or wrong answers—the aim is to get you to reflect about your beliefs and practices about teaching. Do not unfold the paper.



Tip for facilitators:

- » Remember, that the worksheets need to be folded on the dotted lines before distributing to participants. Get participants to follow the steps (1-4) when completing the template.



Discussion prompts:

- » What are the formative influences, such as parental attitudes, mentors, school experiences, even political beliefs, that you think have had an impact on your teaching?
- » Think about the formal (qualifications and certificates) and informal skills (digital literacy etc) you have. How did this impact your teaching practices?



STEP 3: IDEATE

[20-30 mins]

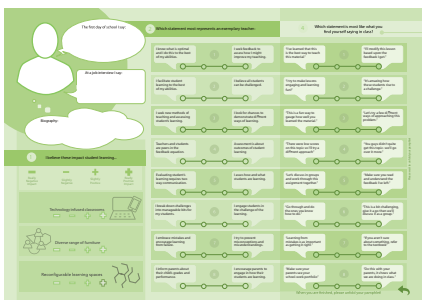
TM02, TM06

Once you have completed step 4, unfold the paper so that step 2 and 4 are now side by side. Each statement represents a belief (step 2) and practice (step 4) within each mind frame as articulated by John Hattie. In an ideal world, your beliefs (step 2) should be aligned to your practices (step 4). Review your belief and practice statements. Do they align? Where is there misalignment? Discuss with the group about how these beliefs and practices impact student learning. Complete step 5.



Discussion prompts:

- » Are your beliefs and practices aligned? If not, why not?
- » What are the implications of these to student learning?



STEP 4: EVOLVE

[20-30 mins]

TM03, TM05, TM06

Individually, reflect on your teaching philosophy. How does this translate to your desired outcomes in terms of teaching practices and student learning in innovative learning environments? Write down your response in each space. Once you have completed the different components, cut it out and paste the sides to create a tetrahedron.



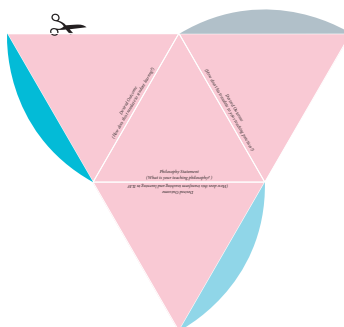
Tip for facilitators:

- » Distribute the Tetrahedron (TM03) to participants. One per person.
- » You can align this step to the aims you developed prior to the workshop.



Discussion prompts:

- » How will you use this information to transform your practices in innovative learning environments?
- » What does success look like for you?



How does Ms. Asato believe these elements impact student learning...



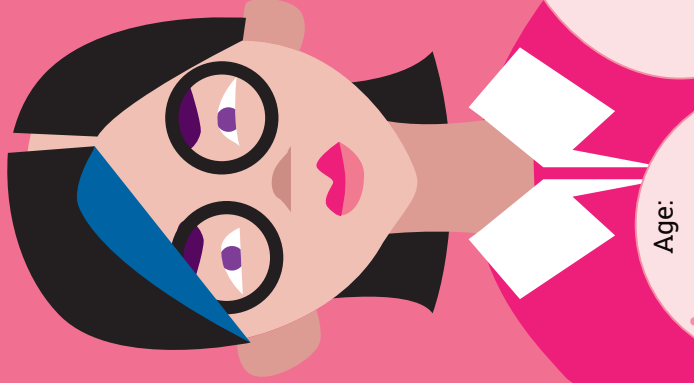
- Really Negative Impact
- Slightly Negative
- Slightly Positive
- Really Positive Impact

Technology infused classrooms

Diverse range of furniture

Reconfigurable learning spaces

Ms. Asato



At a job interview I say:

"I love the challenge of breaking content into bite-size chunks but still keeping clear the big picture. I weave in personal stories using narrative to make it illuminating and meaningful."

The first day of school I say:

"Each week we'll cover the material you need to pass the exams. Your job is to listen closely, take notes, do your homework. If you work hard, you will get a lot out of class"

Biography:

Age:

Teaching experience:

Which statement is Ms. Asato likely to most identify with?



1

I know what is optimal and I've refined it to work well.

I seek feedback to assess how I might improve my teaching.

2

I facilitate student learning to the best of my abilities.

I believe all students can be challenged.

3

I seek new methods of teaching and assessing student's learning.

I look for chances to demonstrate different ways of learning.

4

Teachers and students are peers in the feedback equation.

Assessment is about outcomes of student learning.

5

Evaluating students' learning requires two way communication.

I closely assess how and what students are learning.

6

I break down challenges into manageable bits for my students.

I engage students in the challenge of the learning.

7

I embrace mistakes and encourage learning from failure.

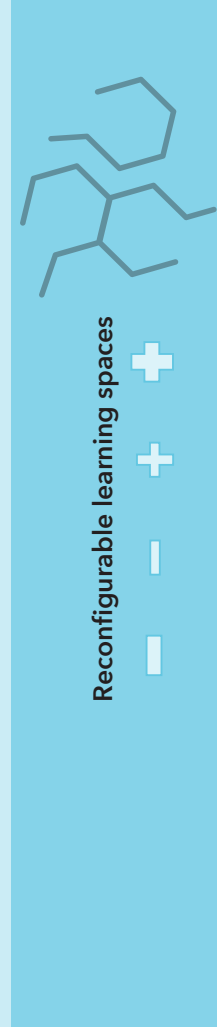
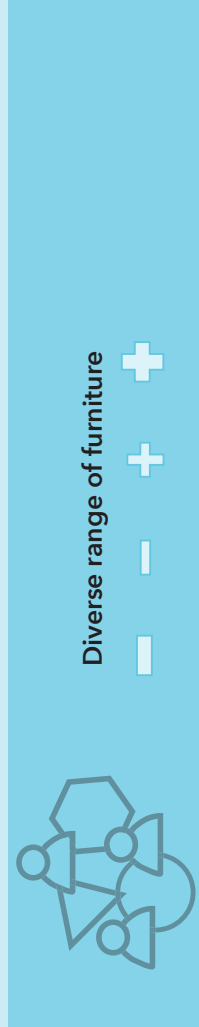
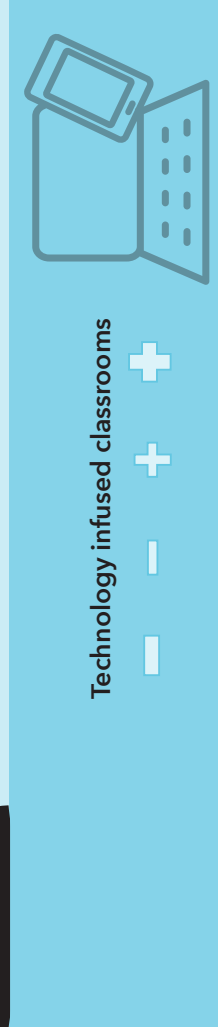
I try to prevent misconceptions and misunderstandings.

8

I inform parents about their child's grades and performance.

I encourage parents to engage with how their children are learning.

How does Mrs. Bick believe these elements impact student learning...



Mrs. Bick



At a job interview I say:

"When a student fully grasps a principle I sense I've helped them discover a key. I see my job as all about unlocking his or her potential now and in the future."

The first day of school I say:

"You will develop the habits of the heart and mind you will need to intellectually and emotionally learn in this class and beyond. We are learning how to learn."

Biography:



Age:

Teaching experience:



Which statement is Mrs. Bick likely to most identify with?

1 I know what is optimal and I've refined it to work well.

2 I facilitate student learning to the best of my abilities.

3 I seek new methods of teaching and assessing student's learning.

4 Teachers and students are peers in the feedback equation.

5 I seek feedback to assess how I might improve my teaching.

6 I believe all students can be challenged.

7 I look for chances to demonstrate different ways of learning.

8 Assessment is about outcomes of student learning.

5 Evaluating students' learning requires two way communication.

6 I closely assess how and what students are learning.

6 I break down challenges into manageable bits for my students.

7 I engage students in the challenge of the learning.

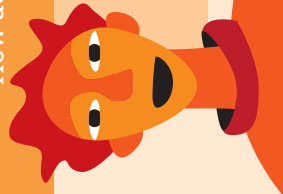
7 I embrace mistakes and encourage learning from failure.

7 I try to prevent misconceptions and misunderstandings.

8 I inform parents about their child's grades and performance.

8 I encourage parents to engage with how their children are learning.

How does Mr. Cooper believe these elements impact student learning...



- Really Negative Impact
- Slightly Negative
- Slightly Positive
- Really Positive Impact

Technology infused classrooms

- + + +

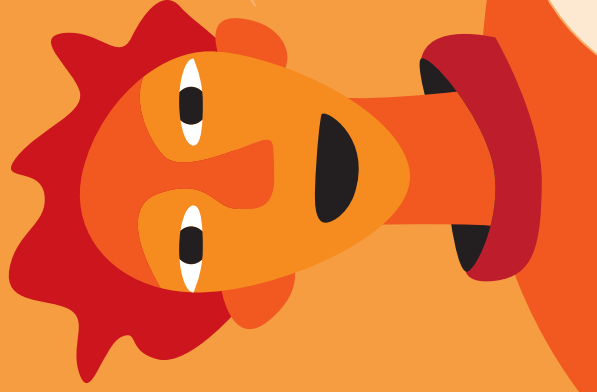
Diverse range of furniture

- + + +

Reconfigurable learning spaces

- + + +

Mr. Cooper



At a job interview I say:

"Forme learning starts with creating a space of belonging. From there I love granting students the agency to drive their own learning. I just love watching their faces light up with curiosity."

The first day of school I say:

"I believe learning and curiosity are one and the same. If I am doing my job right you will get to find your passion and develop your own projects."

Biography:

Age:

Teaching experience:



Which statement is Mr. Cooper likely to most identify with?

1

I know what is optimal and I've refined it to work well.

2

I facilitate student learning to the best of my abilities.

3

I seek new methods of teaching and assessing student's learning.

4

Teachers and students are peers in the feedback equation.

5

I seek feedback to assess how I might improve my teaching.

6

I believe all students can be challenged.

7

I look for chances to demonstrate different ways of learning.

8

Assessment is about outcomes of student learning.

5

Evaluating students' learning requires two way communication.

6

I break down challenges into manageable bits for my students.

7

I embrace mistakes and encourage learning from failure.

8

I inform parents about their child's grades and performance.

5

I closely assess how and what students are learning.

6

I engage students in the challenge of the learning.

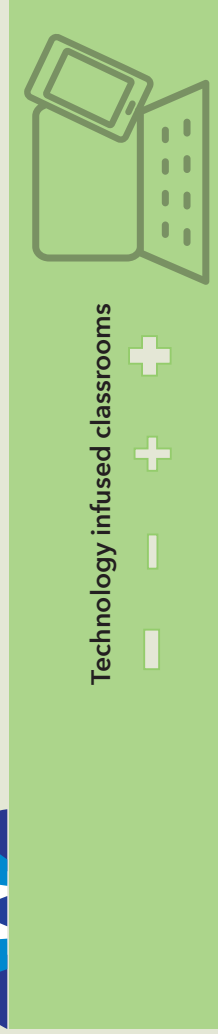
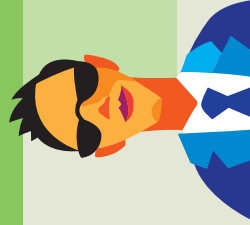
7

I try to prevent misconceptions and misunderstandings.

8

I encourage parents to engage with how their children are learning.

How does Mr. Denn believe these elements impact student learning...



Mr. Denn



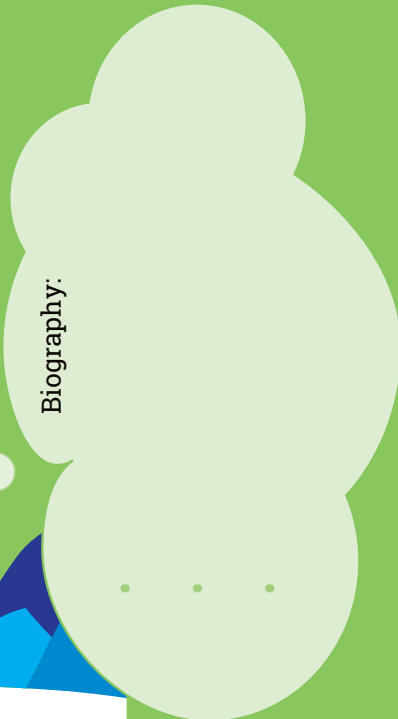
At a job interview I say:

"I love teaching. Watching a student shift from looking to me for answers to looking to ask the right questions is such a great feeling. Once they see these multiple interpretative lenses, I feel like my work is done!"

The first day of school I say:

"I am not here to teach you the right answer. You'll be taught to question your assumptions, surface your biases and to critically examine the readings."

Biography:



Age:

Teaching experience:



Which statement is Mr. Denn likely to most identify with?



1

I know what is optimal and I've refined it to work well.

I seek feedback to assess how I might improve my teaching.

2

I facilitate student learning to the best of my abilities.

I believe all students can be challenged.

3

I seek new methods of teaching and assessing student's learning.

I look for chances to demonstrate different ways of learning.

4

Teachers and students are peers in the feedback equation.

Assessment is about outcomes of student learning.

5

Evaluating students' learning requires two way communication.

I closely assess how and what students are learning.

6

I break down challenges into manageable bits for my students.

I engage students in the challenge of the learning.

7

I embrace mistakes and encourage learning from failure.

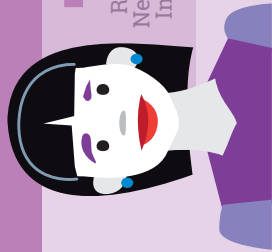
I try to prevent misconceptions and misunderstandings.





8

I inform parents about their child's grades and performance.

I encourage parents to engage with how their children are learning.

How does Mrs. Ellis believe these elements impact student learning...







			
Really Negative Impact	Slightly Negative	Slightly Positive	Really Positive Impact

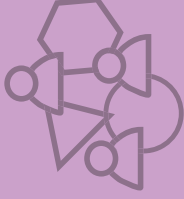
Technology infused classrooms

			
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Diverse range of furniture

			
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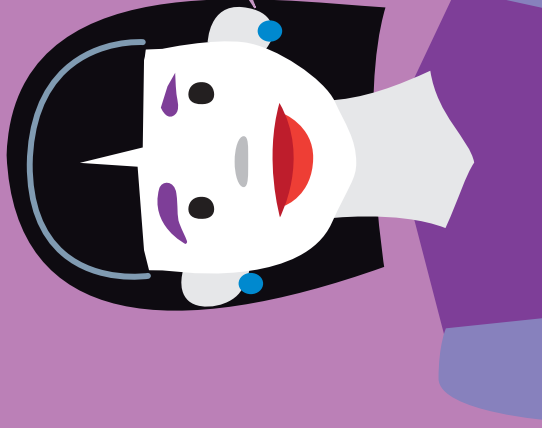


Reconfigurable learning spaces

			
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Mrs. Ellis



At a job interview I say:

"When you see students enter the class with this idea that they can't do something and you see them slowly shift their own expectations for themselves. It blows my mind every time."

The first day of school I say:

"You might think you are here to learn biology...and you are and you will. But more than that you are here to learn how to learn, and to challenge yourself to grow!"

Biography:

Age:

Teaching experience:

Which statement is Mrs. Ellis likely to most identify with?



1

I know what is optimal and I've refined it to work well.

2

I facilitate student learning to the best of my abilities.

3

I seek new methods of teaching and assessing student's learning.

4

Teachers and students are peers in the feedback equation.

5

I seek feedback to assess how I might improve my teaching.

6

I believe all students can be challenged.

7

I look for chances to demonstrate different ways of learning.

8

Assessment is about outcomes of student learning.

5

Evaluating students' learning requires two way communication.

6

I break down challenges into manageable bits for my students.

7

I embrace mistakes and encourage learning from failure.

8

I inform parents about their child's grades and performance.

5

I closely assess how and what students are learning.

6

I engage students in the challenge of the learning.

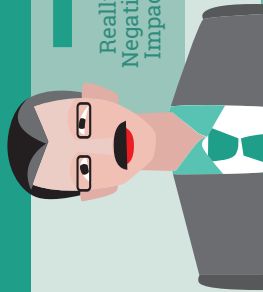
7

I try to prevent misconceptions and misunderstandings.

8

I encourage parents to engage with how their children are learning.

How does Mr. Fisher believe these elements impact student learning...



- + Really Positive Impact
- + Slightly Positive
- Slightly Negative
- Really Negative Impact

Technology infused classrooms

— + + +

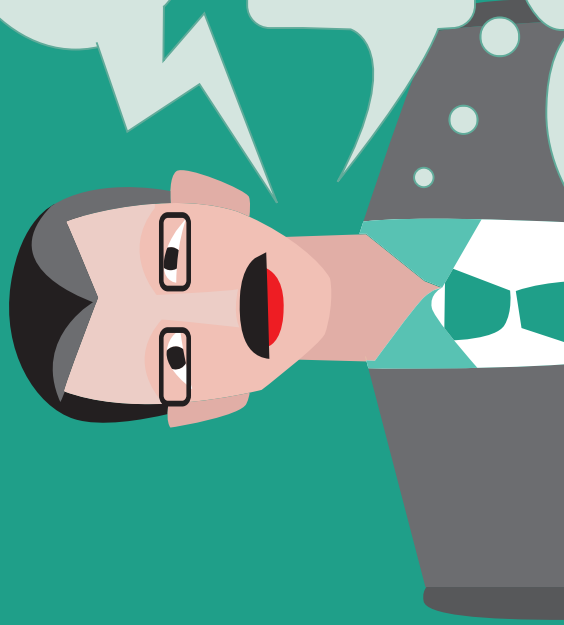
Diverse range of furniture

— - + +

Reconfigurable learning spaces

— - + +

Mr. Fisher



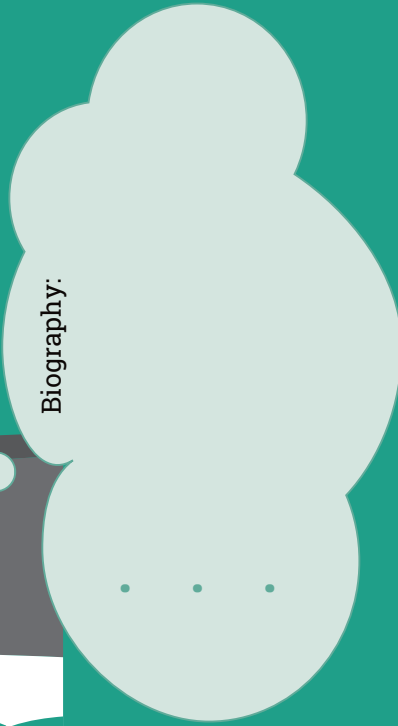
At a job interview I say:

"It's up to the students to achieve their best. As I challenge them I get to see them slowly shift their own expectations for themselves. It blows my mind every time."

The first day of school I say:

"I won't hold your hand, I will challenge you to your utmost and if you work hard—very hard—you will be amazed at what you will accomplish."

Biography:



Age:

Teaching experience:

Which statement is Mr. Fisher likely to most identify with?



I know what is optimal and I've refined it to work well.

1

I seek feedback to assess how I might improve my teaching.

I facilitate student learning to the best of my abilities.

2

I believe all students can be challenged.

I seek new methods of teaching and assessing student's learning.

3

I look for chances to demonstrate different ways of learning.

Teachers and students are peers in the feedback equation.

4

Assessment is about outcomes of student learning.

Evaluating students' learning requires two way communication.

5

I closely assess how and what students are learning.

I break down challenges into manageable bits for my students.

6

I engage students in the challenge of the learning.

I embrace mistakes and encourage learning from failure.

7

I try to prevent misconceptions and misunderstandings.

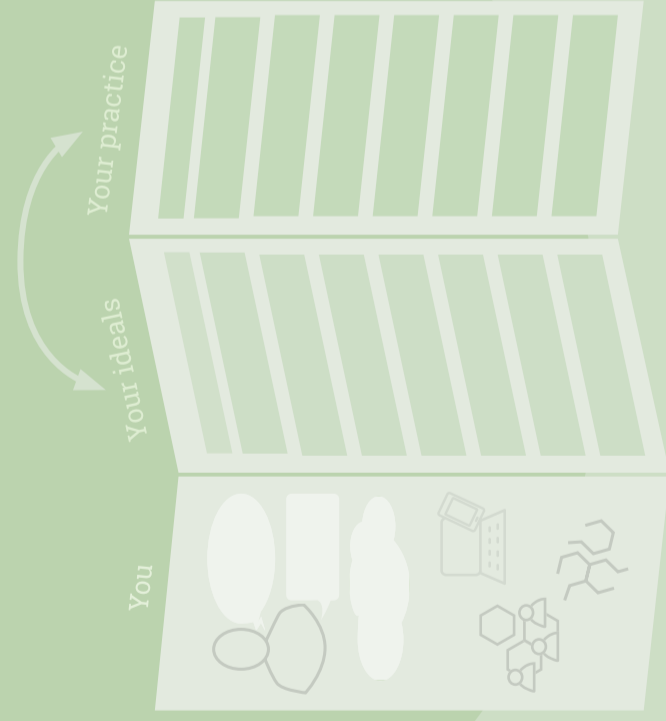
I inform parents about their child's grades and performance.

8

I encourage parents to engage with how their children are learning.

5

How do the things you say in the classroom match what you believe?
Flip this over to see how your ideals relate to your practice.



Are there differences between what you believe and how you teach?

What do you think is the primary cause of this difference?

Thank You for your time and participation!

3

In your experience at your school...

How does your learning space affect your teaching?

What about your learning space most supports your teaching practice? Why?



What about your learning space least supports your teaching practice? Why?



Task

Create a tetrahedron that trace a connection between your beliefs and your practices as a teacher.

