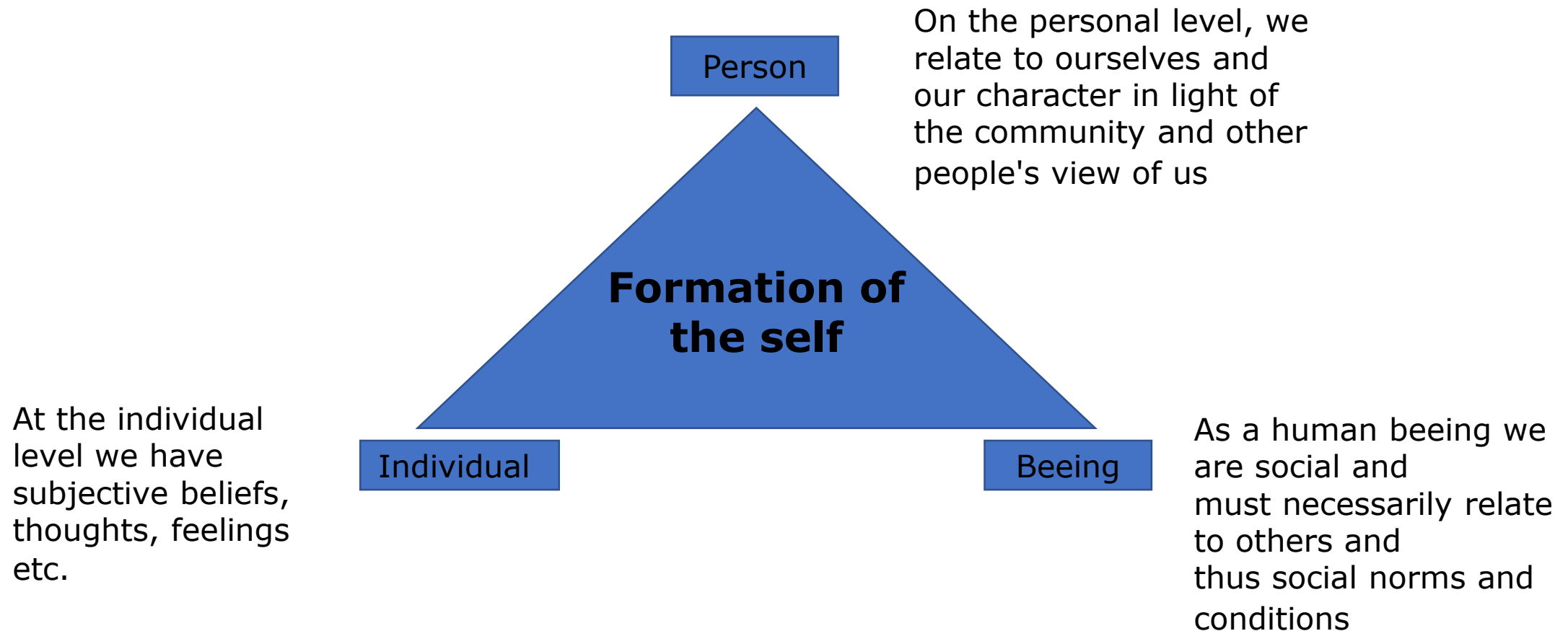


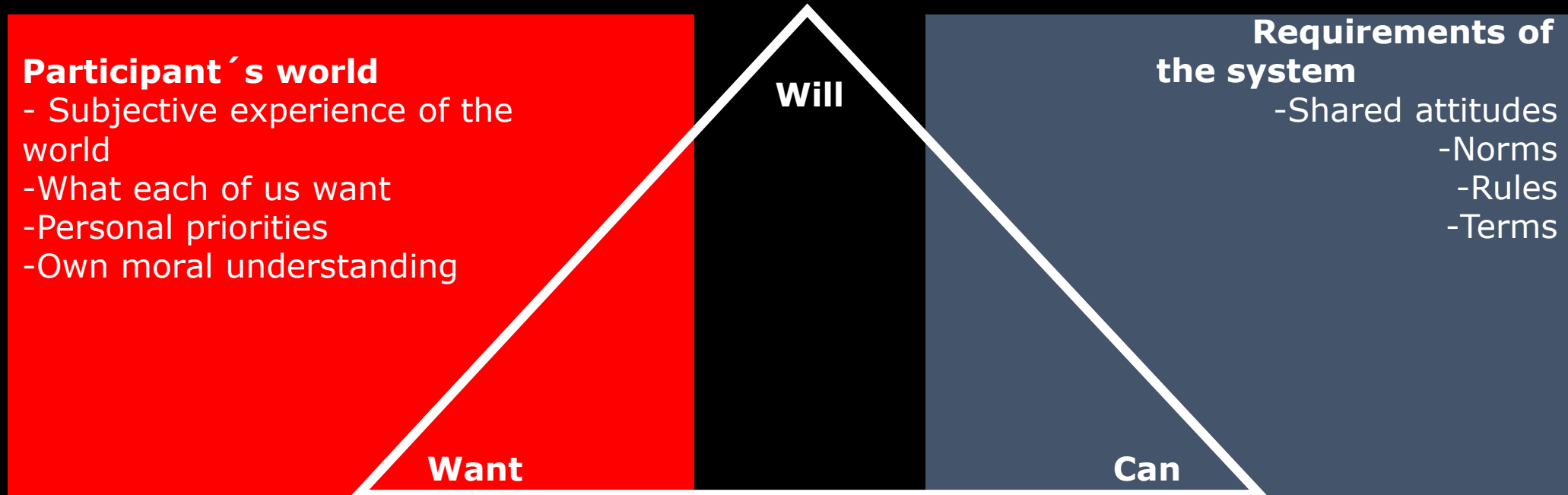
# Consequential pedagogy and management

Erasmus+ course in Stavanger 22.jan. – 26.jan. 2018

# Perspective on formation in Consequential pedagogy



# The support of the participants formation



# Who creates knowledge?



# Three challenges to the idea of sure knowledge in education

- **Science deficit:** Relaying on research about the past and not giving us certain knowledge about future actions –management must ensure that work being done is based on the basis of new experiences and data – learning culture
- **Efficiency losses:** Has uncertain effect because it does not relate to participants and students as interpreters of their own will – *management must ensure that participants are both seen and heard – consulting guidance culture*
- **Use deficit:** It 's hard to recreate the effective framework from an experiment and then spread them so that the effect is maintained. We are always in a new situation – *the management must ensure that data is being used reflexively – experience-based quality development*



When data in itself becomes the goal, we conduct 

## *Coca Cola-pedagogy*

- Common goals, numerical data, tests and meta statistics replace the teacher`s judgment
- The teacher becomes a craftsman
- Professionalism is obtained through reference to other institutions

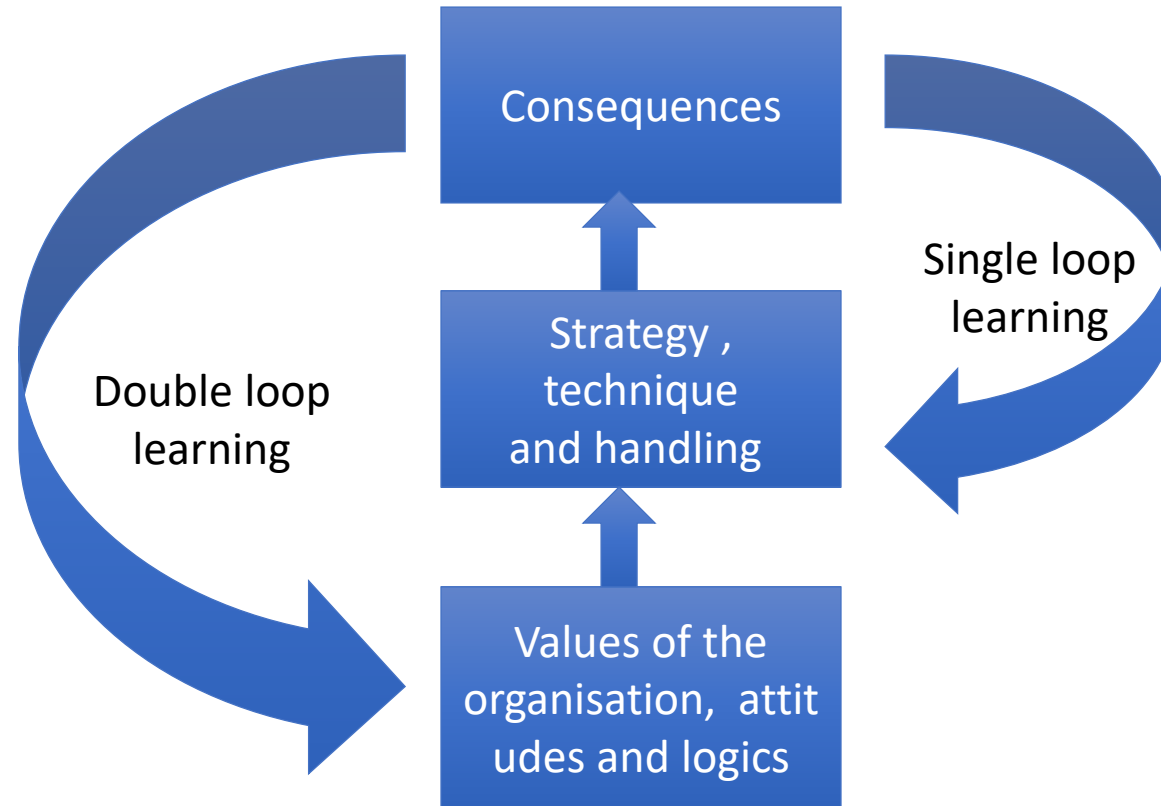


Negative consequences:

- Limited innovation
- Cynical test strategies
- Undermining the teaching profession and powerlessness
- Resistant change

# Organisation of Learning

## Chris Argyris



## **Attitude management**

### **Management attentions points in consequential guidance environments**

**Clear  
organisation**

**An out-reaching  
guidance culture**

**A practice-oriented  
learning culture**

**Experience-based quality development**



## Use of data

1. Ask yourself continuously "Why do we do this?", insist to get answers that guarantee the best treatment to our pupils and participants.
2. Learn to measure properly and use these measures as a purpose to teach
3. Stop to monitor and measure things that do not give sense to the task, or that might harm the task
4. Make sure your organisation can ask these questions:
  - What can we do better?
  - What should we do more?
  - Which are the new actions we should take?
  - Which old habits should we get rid of?
5. Find the right solutions for each participant in order to achieve better results.



# Experiences with consequential pedagogic as supportive management culture



# View of human nature;

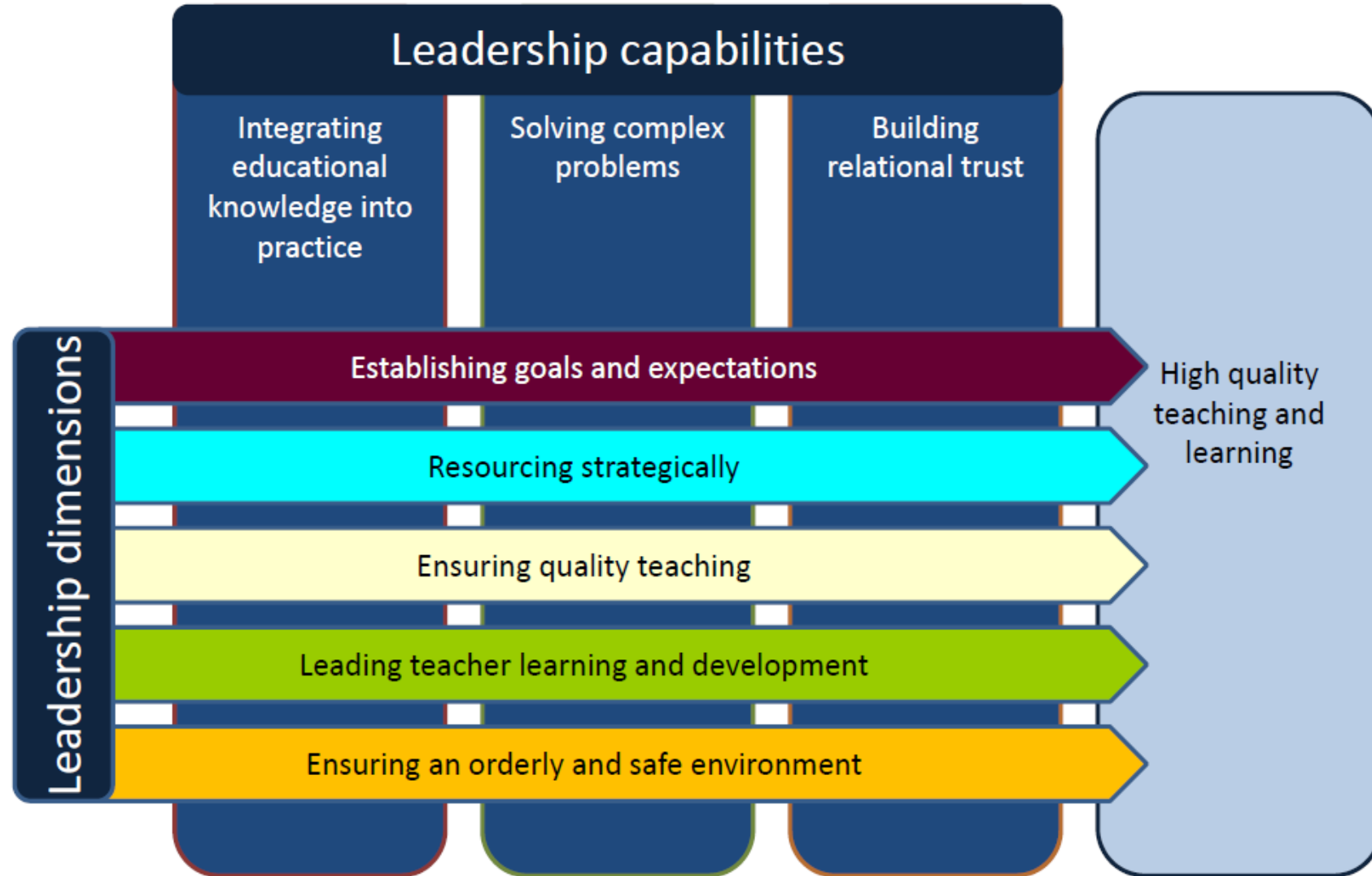
- How to see and meet the individual student and participant
- How to further each individual student and participant`s self-formation through social and vocational/academic learning
- A pedagogy where the individual is recognized as responsible for his/her actions. In addition, one must always regard the actions as socially rooted
- The freedom every human has
- Life world – system world. Want – can - should
- Pedagogy´s is to create the conditions for self-formation

# Action-oriented pedagogy

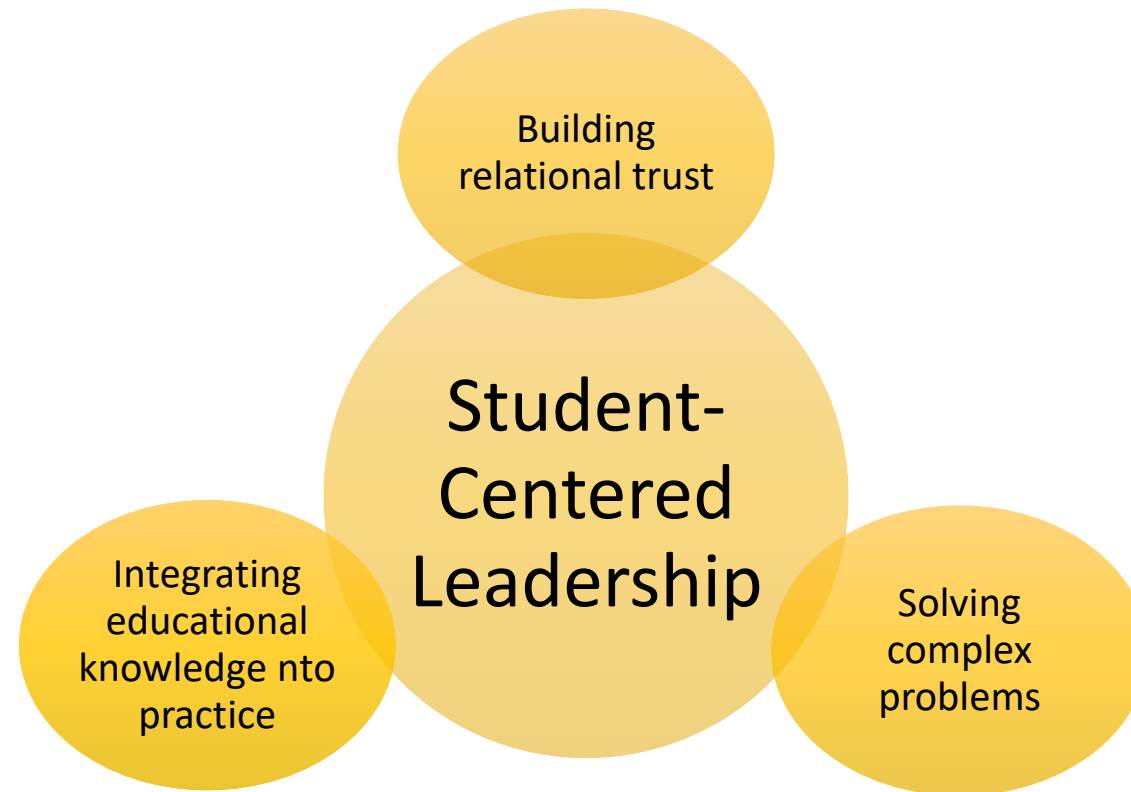
- Can always choose to act differently
- Reason rather than cause
- Reflect on the importance of the actions for themselves and others
- Actions have consequences, consequences have learning potential
- Strengthen the individual's understanding of his/her own freedom and his/her own responsibility
- Action skills (self-determination, self-reliance, accountability, willingness to cooperate, credibility, respect, receptivity)

# Other terms / limits:

- The methods – deliberately chosen not to use them
- Law and Regulations, Rules of Procedure
- School start in August
- Time for cooperation / co-operation in the management team



# Lederferdigheter (V.Robinson):



## How to support a consequential pedagogical guidance culture?

- Clear organisation
- Management close
- Competence development and school culture



# Clear organization:

- Organization;
  - Department, team, development meetings, extended development meetings, "planning days" (ext professional learning community)
- Systematic student development:
  - Student interview, social competence, self-assessment – reflection
- Team / teacher council group (guidance by colleague)
- Some tools:
  - The blue folder (preparation of it)
  - Posters in the workroom
  - Memory cards for conversations
- Clarifications of expectations

# Management close:

- Schoolwalks
- "Department hour"
- Student cases
- Special educational teacher meetings
- Learning agreement
- Clear, warm adults
- Use every situation for learning

# Competence development and school culture

- Café dialogue, common for the whole school
  - Introductory course
  - Conversational training (role-playing)
  - External lecturers
  - Annual Conference
  - Development group
  - Follow-up of new employees...?
  - Erasmus+ project
  - Collaborate with other schools
- 
- Patient and process-oriented work gives results!

# Consequential pedagogy at Bergeland

Erasmus+ kurs i stavanger 22.jan. – 26.jan. 2018

# Key words

- Main principles
- Grounds
- Differences
- Management at Bergeland
- Challenges: latitude and implementations
- New focus: community, guidance, acknowledgement and respectful encounters

# Grounds



- «Anyone can chose something else tomorrow»



- Perspective on human life:
  - Positive, future oriented
  - Always and oportunity to act in a new way
  - Responsible for the consequences of our choices

# Why consequential pedagogy

- We wanted to work with the entire student
- Faith in developing social skills
- Working with both social and professional learning
- Constructing professionalism and a common pedagogical attitude
  - Pupils shall not be exposed to random teaching methods, values or feelings.
  - All employees shall meet the student with respect and equality.
  - We shall develop and use a common language.
  - All situations can be used to enhance learning.
  - Look forward

# Guidance through conversation

- Take use of the situations where student behavior breaks with established norms
- Create respectfull encounters
  - Use open ended questions
    - What du you want? What do you know? Where are you headed?
  - Look forward
  - Help the student understand the potential consequences of his choices
  - BUT conversation takes time and the teachers find the method difficult



# That has lead us to:

- We have stopped using black marks on behavior
- Kept focus on guidance through conversation
- Stopped grading behaviour and orderliness, as the first school in Norway
- Increased encounters where pedagogy is discussed
- Segregated learning and therapy

# What we have not done:

- We have not used the methods and the language connected to the methods
- We have not talked about conditions for learning, but norms and expectations
- We have not gone in depth in the philosophical foundations, the 7 thesis etc, but used the specific and practical as a point of departure.

# Management at Bergeland

- Commitment to a common pedagogy
- Focus on social and professional learning
- Evolve all employees through clear latitude, joint responsibility and guidance
- Management is close to the employees and the pupils. They contribute actively in the development of the students social competences.
- The school culture is based on openness and generosity
- Architecture and decentralized administration supports the work of the management

# Challenge: Latitude

- «Where are the consequences of the consequential pedagogy?»
- Strengthen each teacher's capacity and capabilities in the guidance situation and clarify the latitude in the system of the school.
- There is an uncertainty about what the negative consequences are of breaking the norms
- The fear of committing an error leads to passiveness.
- There is need for strengthening the management in guiding their teachers.

# Challenge: Implementation

- For the teachers:
  - All new teachers should attend the introduction class at Vitskøl
  - Case on team meetings
- Colleague guidance
- A wish for more practical classes in guidance
- For the management?
- And how to safeguard a similar practice?

# New focus

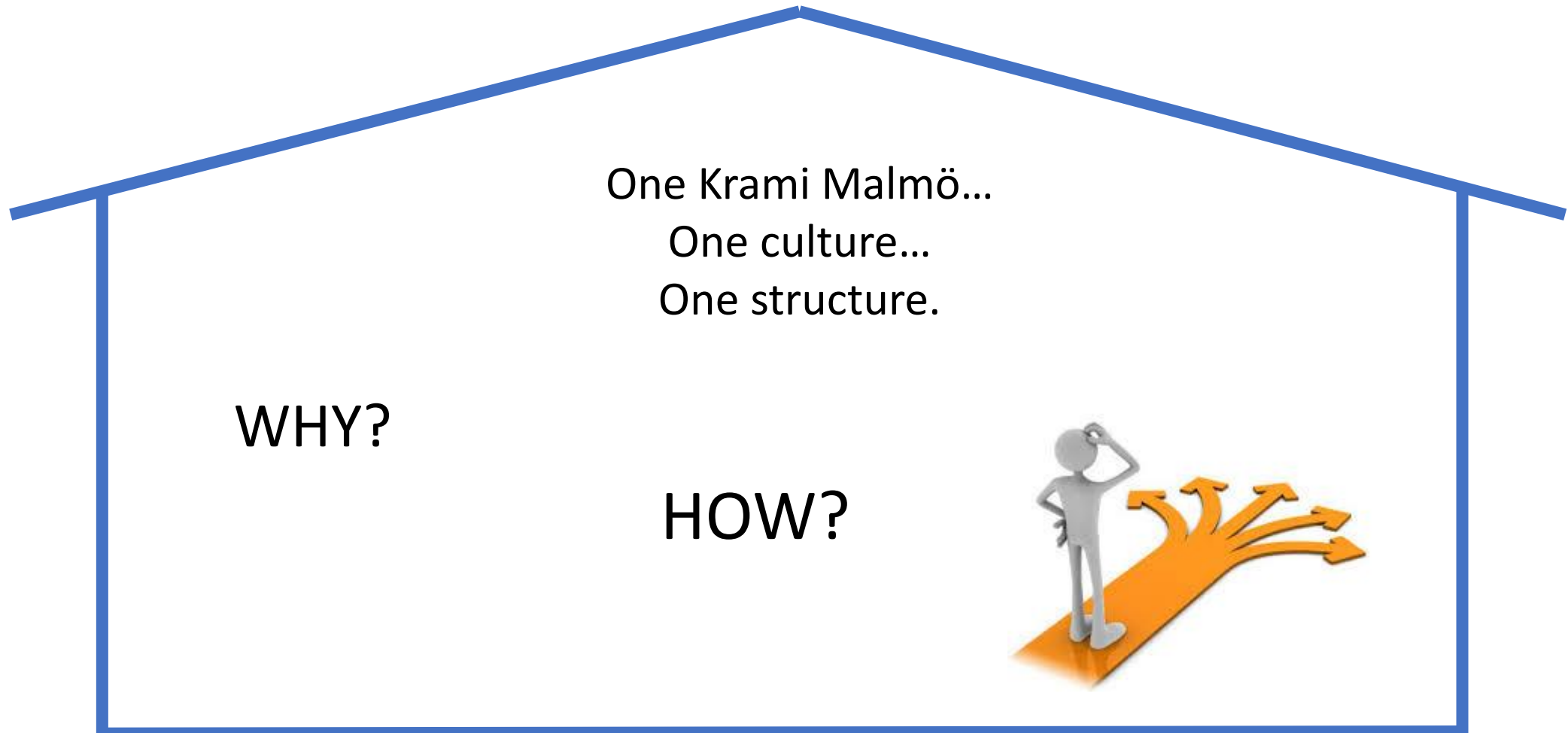
- Community
  - Individual follow-up, but at the same time set a limit for the protection of the community of the school
- Targeted guidance
  - The aim of the guidance is to increase the effect of learning for the student and the class
- Recognition
  - Recognize choices of the student even if they are not according to what you would have chosen. However, there is no acceptance of choices that have negative consequences for the community
- Respectful encounters
  - The student shall meet a professional teacher who does not include personal feelings in the guidance of the student

Krami Malmö  
Organisation  
Exchange &  
Leadership



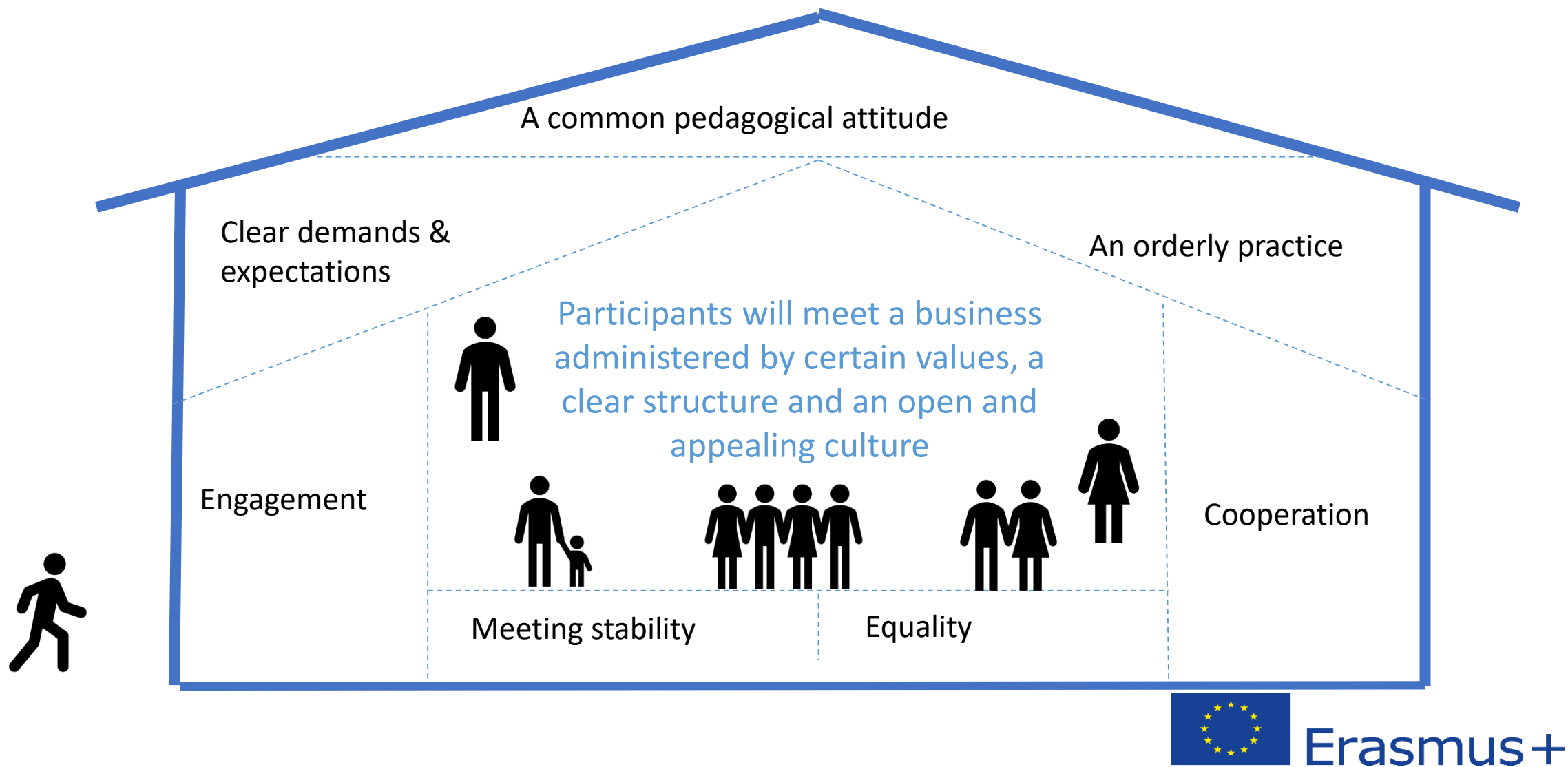
Erasmus+

# Goals for 2018

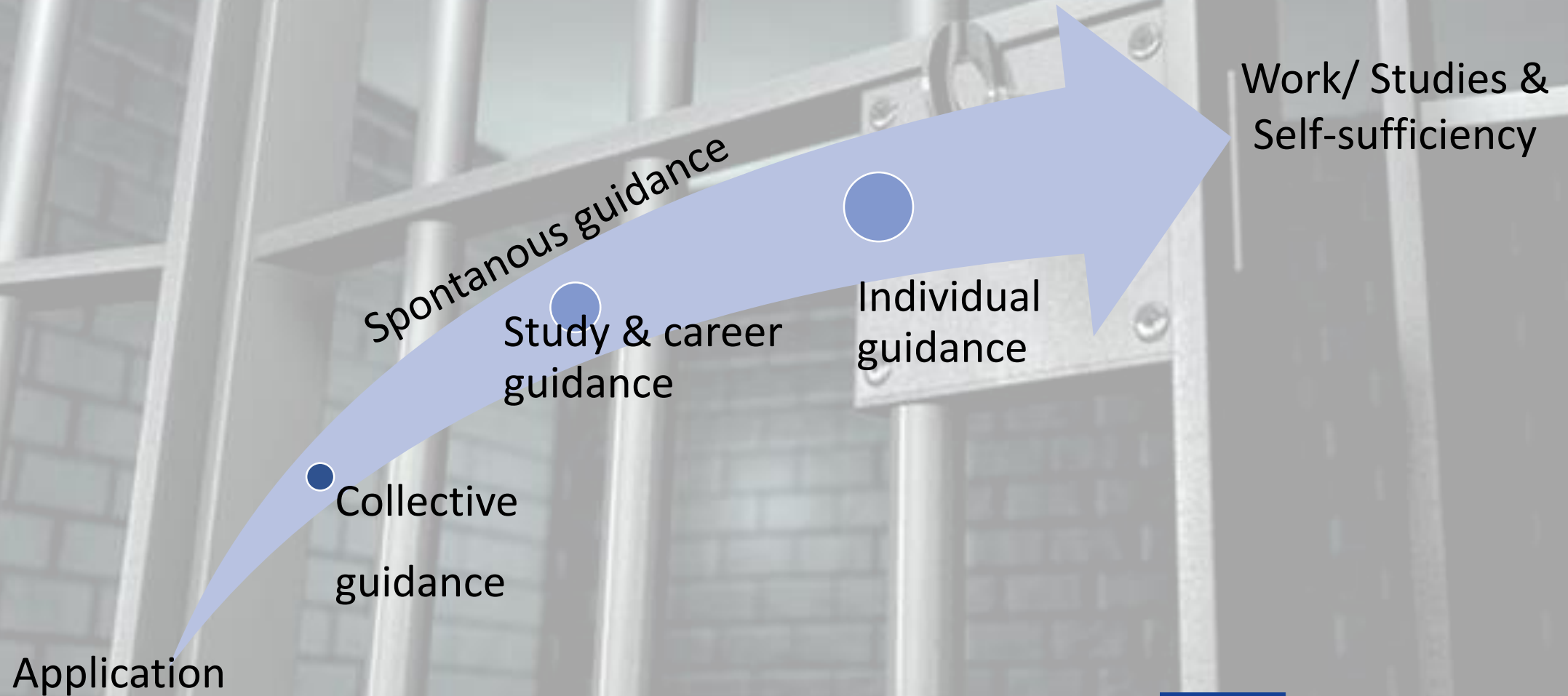




# Krami 2018



# A new guidance practice



# Change management and leadership

- Deliver a clear vision and goals for the employees.
- Clarify that Krami will be an organisation administered by certain attitudes.
- Make the employees take part in the changes.
- The employees must feel that they can affect the development.
- The changes will be made during 2018, and the responsibility for the implementation will be shared by the leaders and the employees.





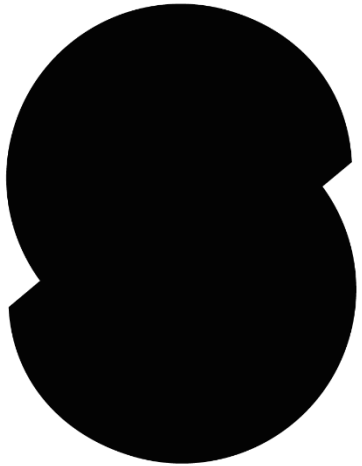


## Krami Malmö 2018 Vision

- To create an organisation that is distinct and predictable for participants, employees and the leadership.
- To create a consulting guidance culture where counsellors can meet the participants' individual needs.
- To develop a dynamic structure that can easily adapt to changes in our environment.
- To create a work culture characterized by openness, equality and tolerance.
- To build a learning culture where participants and employees experience personal development both in their work and as persons.



Erasmus+



**STRAND** VGS

det beste i den enkelte

- Strand vgs is a combined school with both vocational training and general studies
- 570 pupils spread through 35 classes

# Aim:

- Drop-out rate = 0%
- Pupils who passed and completed all the subjects = 100%
- Grade increase
- All pupils from vocational training have been placed in companies.

## Wished culture:

### Focus on the individual

- Focus on proficiency
- Individual targets
- Assessments according to individual targets – we evaluate according to the effort of the pupil.
- Individual improvement
- Involvement – everybody is asked for advice and is a part of the joint decision.
- Appreciation of the person and of each effort.
- Mistakes are accepted and seen as beneficial to the learning process.
- Global thinking with focus on the individual.

## Challenges and counterpart:

### Focus on the system

- Focus on achievement
- Same objectives for all
- Results are more important than the effort – we do not assess according to the development of each
- Focus on the system instead of focus on the individual.
- Everybody is assessed according to the same aims.
- Little participation and joint decision making

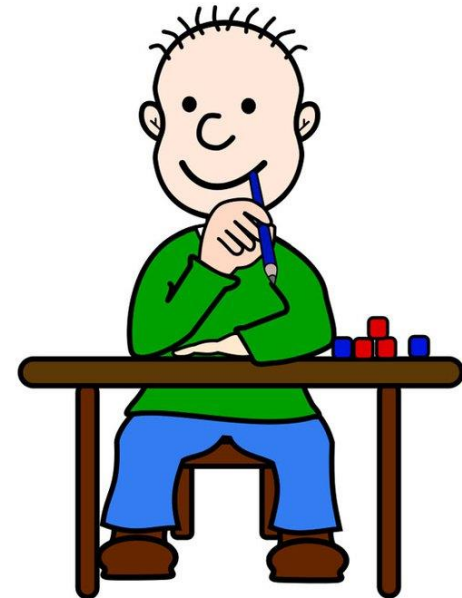
# Our pre-requisites 😊

- *The attitude and the behaviour of the school employees is determinant for pupils to thrive at school and to learn properly!*
- *We need to practice to make this evident and to change attitudes 😊*



# Perception of the pupils

- A positive perception of the pupils
  - Positive expectations
  - Belief that they can all succeed
  - To see and to follow each of them
- Dialogue as a tool
  - Be taken seriously
  - Be met with respect
  - Mirroring, no retaliation



Need for a global, general and  
strong method of development



TO BE

TO DO

*... to become an educated person depends upon two things, and the balance between these two, to be and to do.*

## For the school Management :

### To be

- Who am I as a person?
- Key competences:
  - Competence in building relationship
  - Good sense of humour
  - to tackle challenges
  - To be engaging and motivating

### To do

- What do I choose to do as a manager?
- Key responsibilities :
  - Pedagogical management
  - Management of the administration staff

## For employees :

### To be

- Who am I as a person?
- Key competences
  - A positive view of the pupils
  - Good sense of humour
  - Good competence in building relations
  - Good competence and qualification in their subjects

### To do

- What do I choose to do as a teacher?
- Key responsibilities:
  - Teaching practice
  - Evaluation practice
  - Follow-up of the pupils

## For pupils:

### To be

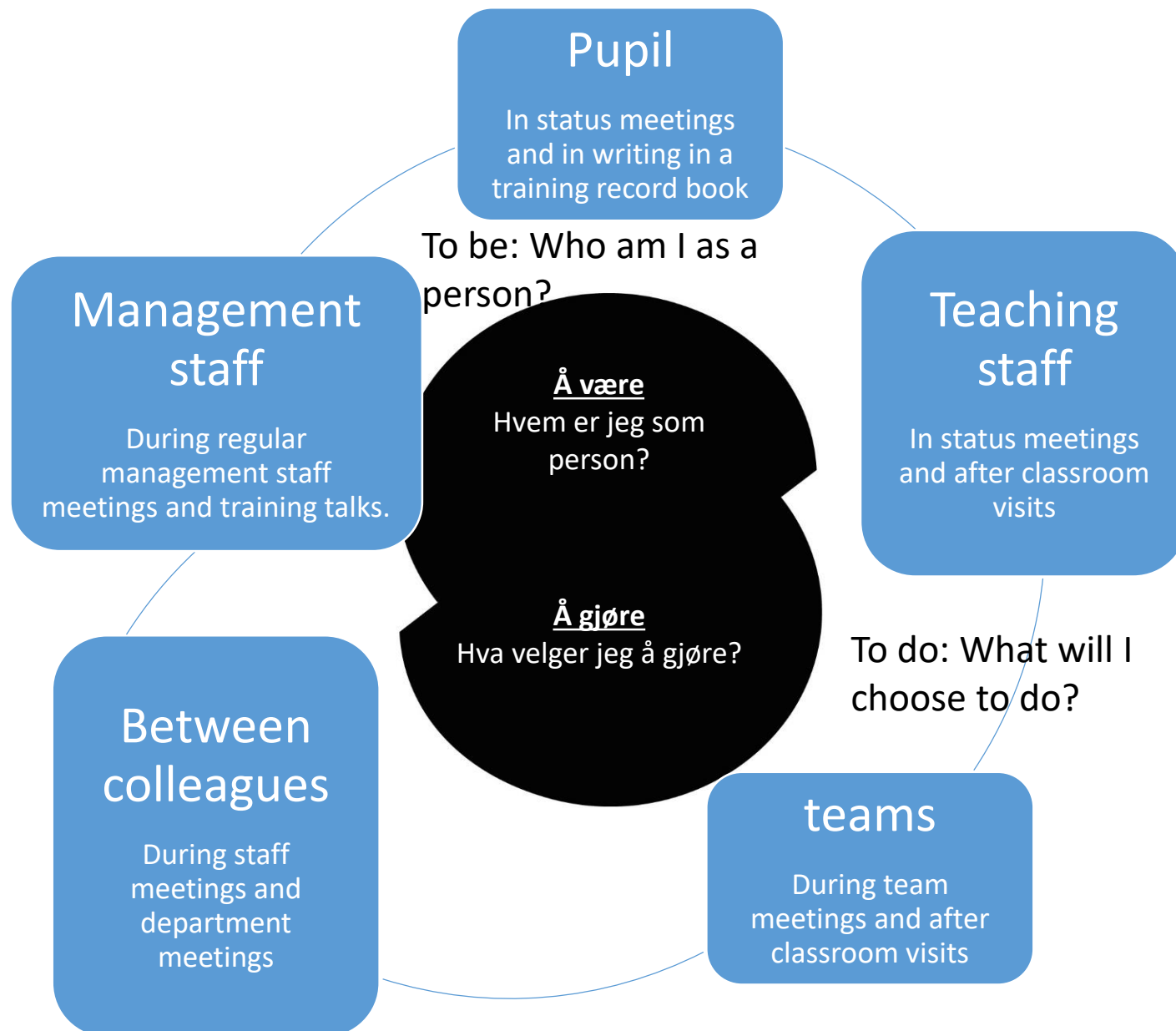
Who am I as a person?

- attributes
  - abilities
  - Values and targets
- = self-image og confidence

### To do

- Per subject and in class
  - Socially in the different classes and groups
  - Outside school
- = my job as a pupil

# «...the best is the easiest» at many levels:



# Consequence of all this work:

- Common directions – because of our vision
- Common target (concretisation of our vision)
- Common outlook– agreement about “the good school”
- Common wish to develop and improve, both individually and collectively
- **Mutual trust between management and staff: we want the same, the best possible school for our pupils.**



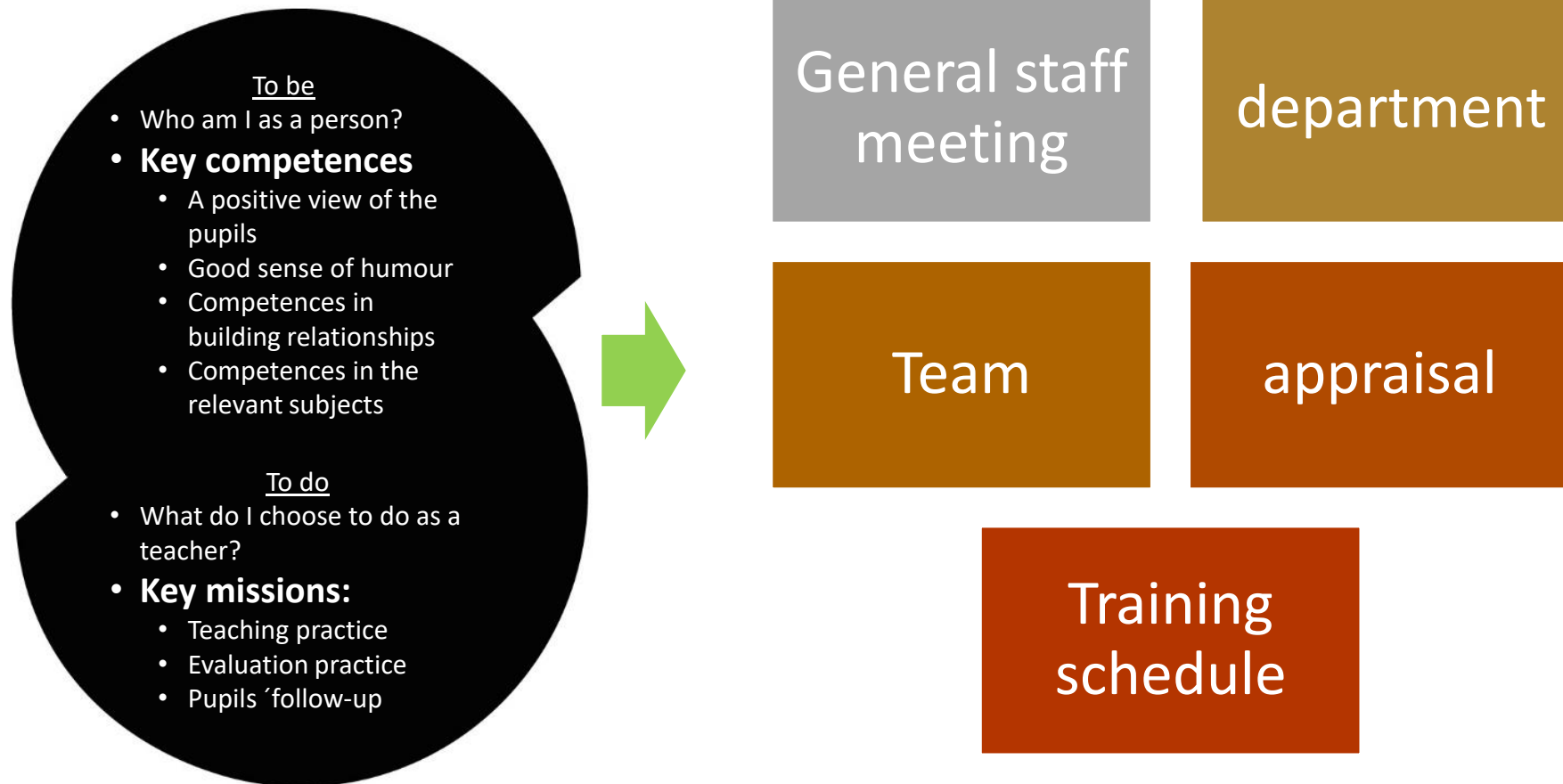
# Drive in all this work:

- Responsibility of the management: to create a culture
- To build relationships
- To express positive expectations and give confidence
- To be humble: to listen, to learn and to involve.
- To be close, to care and to follow up
  
- *Culture is not a measure, but the consequence of a slow life that has been lived.*

# It works if you really want it to happen...

- Avoid to take new measures hysterically
- Starting point: teachers have introspection
- Pre-requisite: Good culture in order to dare to be honest
  - With oneself
  - With colleagues
  - With department heads
- It is the responsibility of the management to shape these frames in case they are not already there

# Development/training : staff



General staff meetings

department

Status meeting with head teacher

Team

appraisal

Training schedule



- Head master gives challenges to the teams or accross the groups
  - Example of themes: Evaluation practice, depth learning, organisation of the school
- Answers are presented later during a general staff meeting
- Joint-decision, engagement  
Medbestemmelse, involvement
- Feeling to be part of a community, humor, vision, values...

General staff  
meetings

department

Team

appraisal

Training  
schedule



- Guarantees the implementation per department
  - General studies
  - Vocational training
- Large autonomy to the different departments, important to follow the same main direction
- Pupils' survey is the guiding force

General staff  
meeting

department

Team

Appraisal

Training  
schedule



- Reflection forum about pedagogy and didactics
- Equal treatment of the teams:
  - Exchange of practice
  - Classroom visit
  - Teams have research projects
  - Reflection in teams initiated by the general staff meetings
  - maintenance

General staff  
meeting

department

Team

appraisal

Training  
schedule



- Challenges on an individual basis
- Everybody uses "S" as a point of departure
- Each section manager uses his/her own coaching style
- 3 formal meeting on the planning – some informal here and then

General staff  
meeting

department

Team

appraisal

Training  
schedule



- Personal development plan
  - Key competences
  - Key assignments
- Long history, many possibilities, the term is worn out ...



# Teacher:

Training schedule for: NN



Å være

- Hvem er jeg som person?
- Kjernekompetanser
  - Et positivt elevsyn
  - Godt humør
  - Relasjonskompetanse
  - Fagkompetanse

Å gjøre

- Hva velger jeg å gjøre som lærer?
- Kjerneoppgaver:
  - Undervisningspraksis
  - Vurderingspraksis
  - Elevoppløsing

Date:

Target	measures

To be: Who am I as a person? Key competences. A positive view of the pupils, good sense of humour, competence to build relationships and competence in the different school subjects.

To do: What do I choose to do as a teacher? Key tasks: teaching practice, evaluation practice and follow-up of the pupils.

# Training schedule: Example

date:

Å være

- Hvem er jeg som person?
- Kjernekompetanser
  - Et positivt elevsyn
  - Godt humør
  - Relasjonskompetanse
  - Fagkompetanse

Å gjøre

- Hva velger jeg å gjøre som lærer?
- Kjerneoppgaver:
  - Undervisningspraksis
  - Vurderingspraksis
  - Elevoppfølging

target	measures
<p>Make sure that the pupils playing football get an even better follow-up according to their progresses in the subject.</p>	<p>To use more movies with te pupils in order to allow them to assess themselves and to assess their own effort.</p> <p>Give pupils who want it the possibility to receive a better and closer follow-up according to what has been said in their status meetings and according to the feed-back the pupils have been given during training.</p>
<p>To be a more visible and clear teacher in the class 2 IFA.</p>	<p>To start the lesson well by asking the pupils to put their phones away, and to focus on what we are going to work with during the class. Pay attention to the use of the phones during the whole session and not to accept and exception. Take individual talks with the ones who cannot follow the guidelines given in class.</p>

To be: Who am I as a person? Key competences. A positive view of the pupils, good sense of humour, competence to build relationships and competence in the different school subjects.

To do: What do I choose to do as a teacher? Key tasks: teaching practice, evaluation practice and follow-up of the pupils.