

Moving forward: Overcoming Barriers to Change

**Reflecting & collaborating on how our schools can
move forward through this pandemic**



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Session Goals

1. Encourage true “dialogue” as a basis for change
2. Reflect on how the pandemic helped us all to learn
3. Harness time as a tool to create space for dialogue in its truest sense to facilitate moving forward together as a more focused learning community

NOTE: Options around TIPD for accreditation in the final slides...



COVID-19 pandemic: All stop...

- This has been an extreme situation for the entire world
- We have all been in various states of fear, anxiety, grief and uncertainty
- 'Normal' (the old normal) will not exist and transition to the new normal will take time...
- So, what's next....

Focusing on how we can support each other though the transition...

What do most of us do when our computer freezes...

- We turn it off
- We wait 5 or 10 seconds
- Then turn it back on...
- Somehow, often without us doing anything else the computer starts working again...



COVID-19 as a “our reset” ...

Focus
on

Looking forward

Focus
on

The positives

Focus
on

“what we have learned”

What’s important to us?

What have we learned?

What new things did we do?

How we feel now?

COVID-19: Positive impacts?

Spending time
with family in
person, online

Learning more
about each
other

Being in the
present, at
home

Less pollution,
less noise...

My garden is
looking great

My home is
cleaner, tidier -
or...

Learning about
technology, as
a tool

And...

Without COVID, would **we** change...
Probably not, be cause change...



- is often difficult
- can be frightening, scary
- can challenge our thinking, of learning
- can challenge our way of life
- can be for the better

Without COVID,
would **teachers**
change...
probably not,
because
change...



- is often difficult, lots of effort
- can be frightening, scary, unknown
- can challenge our thinking, of learning
- can challenge our way of teaching
- can be for the better...

**As teachers let's
move forward...
(not revert back...
let's talk & listen...)**

**You've had the steepest
learning curve**

- How did that happen?
- How has this all changed your thinking?
- How did you have to learn?
- What worked for you, what didn't?

10 SKILLS FOR Modern Teachers



For our students let's move forward, not revert back to previous pedagogies - talk and listen to them...

You teach students, not reading, not science...

- Young people, just like you
- How are they feeling?
- How can you support them?
- What worked for them, what didn't?



**For our
students let's
listen more,
listen closely,
and keep
listening...**

You learn so much if you listen closely...


- What are our students saying?
- What does this tell you about their feelings?
- What does their body language tell you?
- What do their words really mean?


We don't
change
because we
see what
we want to
see - now
that's
gone...


- Scotoma – literal, medical term = “a partial loss of vision or blind spot in an otherwise normal visual field.”
- Metaphorical: “*intellectual scotomas*... a person cannot perceive distortions in their world view that are obvious to others.”

Source: <https://en.wikipedia.org/wiki/Scotoma>

Dialogue and conversations, moving on David Bohm's definitions


David's ideas
can be
interpreted for
our whole
world, or for
one person...


“the more
interdependent we get,
the more we seem to
split up into little
groups that don't like
each other or are
inclined to fight each
other, or at least not
cooperate”


Source: Bohm,
Thought as a
system,
Routledge,
1994, p.1

David Bohm's Dialogue definitions, 1



“Dialogue” comes from the Greek word *dialogos*...



logos means “the word”, or in our case... the meaning of the word...



dia means “through” – it doesn't mean “two”



Dialogue can be any number of people, not just two. Even one person can have a dialogue within himself, if the spirit of dialogue is present.”



Source: Bohm, On Dialogue, Routledge, 2014, p.6-7

David Bohm's Dialogue definitions, 2



***‘Through
the
meaning
of words’***



Dialogue becomes communication of a **common ‘flow’ of meaning in the whole group**, out of which may emerge some new understanding... this **shared meaning** is the **‘glue’ or ‘cement’** that holds people and societies together”



Source: Bohm,
On Dialogue,
Routledge, 2014,
p.7, emphasis
added

David Bohm's Dialogue definitions, 3



*'Through the meaning of
words'*



Discussion (like concussion, percussion) “means to break things up... analysis... everybody is presenting a different point of view... like a ping pong game, where people are batting ideas back and forth...basic point is to win the game”

(NO Common meaning) (win-lose)



Source: Bohm, On Dialogue,
Routledge, 2014, p.7

David Bohm's Dialogue definitions, 4



‘Through the meaning of words’



Dialogue “nobody is trying to win... a different spirit... no attempt to gain points, whenever any mistake is uncovered on the part of anybody, everybody gains... **win-win... we are not playing a game against each other, but *with* each other... everybody wins.”**



Source: Bohm, On Dialogue, Routledge, 2014, p.7

The background of the slide is a dark field filled with numerous out-of-focus, colorful circular lights in shades of red, green, blue, yellow, and white, creating a bokeh effect. A large, semi-transparent white circle is positioned on the left side of the slide, containing the text.

David Bohm's Dialogue: A circle of thoughts

'Through the meaning of words'

*Through dialogue, sharing and
closer listening, all our thinking
converges on a common goal...*

A light at the end of a tunnel

Source: Richard Moon, email, 11 May, 2020

Pandemic & David Bohm's Dialogue

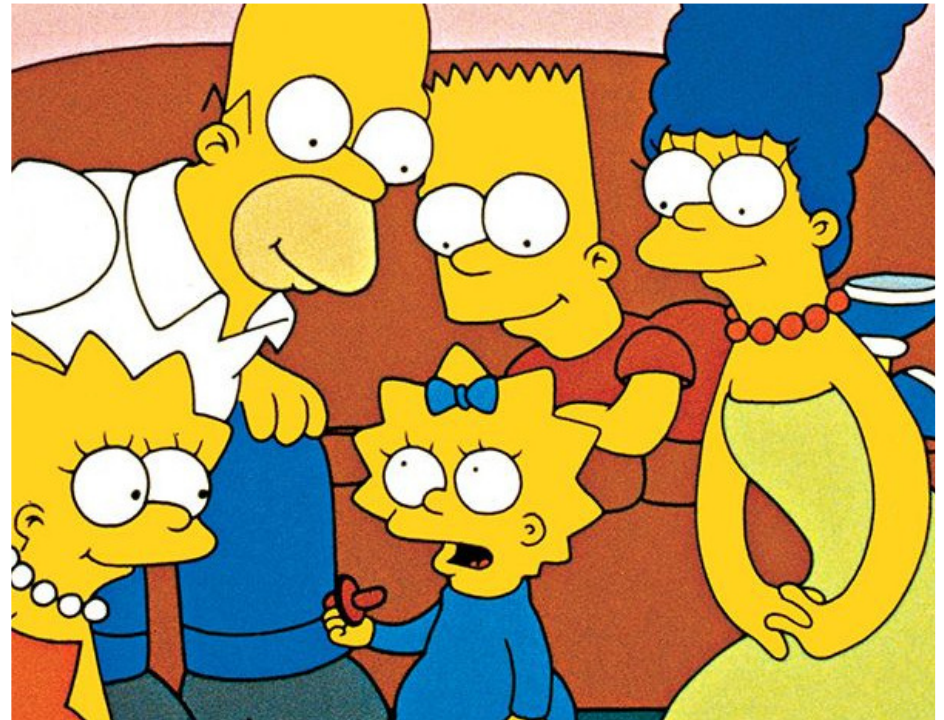
World Dialogue across countries

There were (are) no answers, once the problem was clear

There has been a NEW “common stream of meaning”

World Goal: Minimise virus spread

Social Distancing, Masks, Lockdown, Close borders, Stop flights, Stay Home, Minimise visitors, Close down workplaces...



If the whole world can do this...



‘Through the meaning of words’

Dialogue in each school...

A NEW “common stream of meaning”

What is our main School Goal, circle of thought?

What can we all agree will be our common strategies to achieve this goal?

How can we
start to do
this...

‘Through the meaning of words’ Dialogue in each school...

Don’t assume we KNOW what’s best

Open our minds, our thinking, be open to learn....

Practice “**extraordinary listening**” with everyone, especially those views that challenge us!



We can continue together in this...

‘Through the meaning of words’ in dialogue ...

Allow ourselves the freedom to “dream big”

Sharing our thoughts, feelings and dreams

The clearer our dream becomes, the more we believe in it, the more likely we can achieve it

Source: Richard Moon, email, 11 May, 2020



Conversations in your classrooms...

You can stop here, if you want

These slides showcase a book, that is for sale, written to help parents, teachers and children...

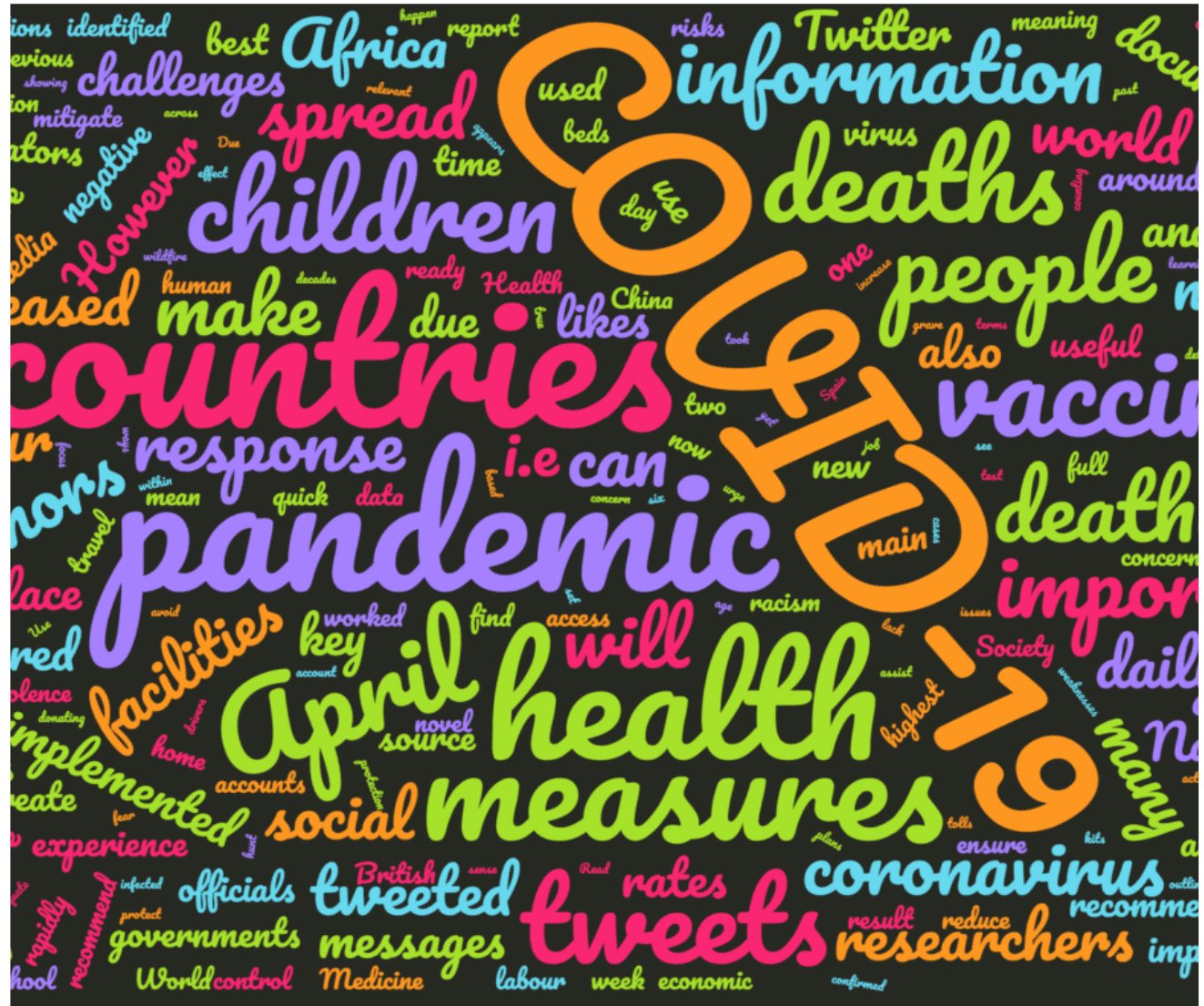
There are bulk discount prices for schools, and options for co-branding...

These slides are at a more practical level, for talking with your students about this...

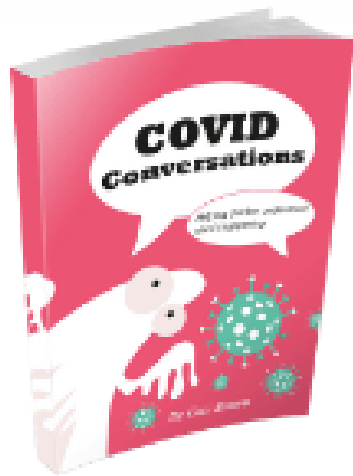
Conversations in your classrooms...

On a more practical level,
with your students in
your classroom...

Here's some suggestions
for you to create
conversations, to listen
and to learn...



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COVID Conversations

Helping children understand
what's happening

For our students let's read, talk...
(Listen and keep talking and listening...)

For our students during class, or with their parents, 20 different Covid Conversations

Ways you can use this with your class, 1

- Read parts aloud, talk & listen...
- An episode each day, let students choose
- Daily Readers Theatre, different students
- Create opportunities for different students to read aloud, each page or episode

**For our students
during class, or
with their
parents, and to
keep learning**

**Ways you can use this with your
class, 2**

- What you agree or disagree with?
- Students can choose different extension activities, to complete at school or home
- Research, learn, read and write more...
- Students can take home, read to their parents, grandparents or relatives...

**For more information,
conversations or support...**

**Email or ring Gail if you have any
questions:**

gailbrown@designedlearning.com.au

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Or, email Carl on

carl.leonard@newcastle.edu.au



For our students let's read, talk...
To order this book, and find
school discounts for multiple
copies:

[https://www.intertype.com.au/
covid-conversations/](https://www.intertype.com.au/covid-conversations/)



COVID Conversations

Helping children understand
what's happening

Possible AITSL Standards: TIPD



This powerpoint is being shared freely, so it is difficult for me, Gail, as an endorsed NESAs Provider to meet the NESAs requirements for your accreditation.

As well, the presentation is broad, and this is intentional. So, the focus of your school-based discussions is likely to vary based on your teaching team and your school's needs....

The next slide includes some likely options of standards, for TIPD discussion with school teams.

Possible AITSL Standards: TIPD



- 1.2.2 Structure teaching programs using research and collegial advice about how students learn.**
- 4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities**
- 4.5.2 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.**
- 6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.**



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