



Teaching & Learning Initiative

Update Number 2

10.4.12

⇒ Effective teaching requires more than knowing methods. “Knowledge of methods alone will not suffice,” wrote John Dewey. “There must be the desire, the will to employ them. This desire is an affair of personal dispositions.” The Teaching and Learning Initiative rests on five dispositions, or states of mind: consciousness, craftsmanship, flexibility, efficacy, and interdependence ([States of Mind as Dispositions](#)).

⇒ Participants considered the *Framework for Effective Teaching* from several perspectives: qualities represented in the framework ([Fundamental Qualities](#)), its design and components ([Design and Components](#)), and the architecture embedded in its design ([Architecture](#)). They explored the content of the *Framework* with a jigsaw process in which partners learned about one of the Areas of Performance, then introduced the Area to small groups other session participants.

⇒ The first two [Norms of Collaboration](#) focus on **listening for understanding**. We listen in different ways, depending on our intentions. Sometimes we listen to respond to a concern or solve a problem; sometimes to connect another person’s experience to our own. The intention to understand, rather than to respond, calls for paying attention to our listening in different ways. The Norms of **pausing** and **paraphrasing** support listening for understanding, and were the focus of an extended learning scaffold to guide participants’ learning.

⇒ The next session will focus on:

- ❑ the Norm of posing questions,
- ❑ the Framework’s third Area of Performance (Creating and Maintaining an Effective Environment for Student Learning)
- ❑ principles and practices of observing instruction effectively,
- ❑ protocols for collegial conversations, and
- ❑ setting the stage for partners to observe each other and dialogue about Area of Performance 3.
