Influencing Action Plan

Western Carolina University

EDC1 613 Teacher Leadership

Traditional Teaching Style versus Modern Teaching Style

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Preamble

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans from other teachers, or search on line or within books for lesson plans. When deciding what teaching methods to use, a teacher needs to consider students' background, knowledge, environment and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students learn in different ways, of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. (UK Esays.com).

As a classroom teacher and also a Grade Supervisor, I have observed where students are more receptive to modern ways of teaching over traditional ways. The classroom comes alive when this style of teaching takes place. Students are more willing to learn and information is retained

more when they are actively involved in the teaching and learning process. I believe if teachers adopt a different approach to teaching, students will learn and retain more and overall assessment scores will be better.

To enhance the quality of teaching and learning in the classroom, non-traditional strategies such as active, co-operative, collaborative and problem based learning can be utilized. (Harris and Johnson, 2001).

Situational Analysis and Perspective Taking

A description of the situation/issue from my perspective	A description of the situation/issue from perspective of all constituents
❖ As a visionary, I think it should be imperative for a different approach to the teaching and learning process be adopted. As I have already stated in my preamble, it is intriguing to see how students' attitude to learning and participation in class activities improve whenever teachers divert from the traditional ways of delivering a lesson to that of an interactive and collaborative one especially when technology is incorporated.	❖ There is a considerable amount of literature about non-traditional approaches for instruction (cooperative learning, internet etc.) and the benefits derived from implementing such approaches. Left out in these discussions, however, has been the perspectives of those in the receiving end of the instruction. From the results of the exploratory study presented in this paper, we are able to gain some insight regarding the perspectives of

❖ This enthusiasm is also evident when I am teaching. When students are given group activities, they willingly participate and it is always amazing to see the leadership qualities being displayed by some of the unassuming ones. Duties are usually delegated and everyone is keen in doing whatever is being assigned to him/her.

❖ In my opinion, all teachers should divert from the traditional way of teaching seeing that students are sometimes 'bored' with the 'same ole, same ole', and embrace a more modern style so as to motivate and encourage students to achieve their full potential. We therefore need to implement strategies that will facilitate this style of teaching. By so doing, goals will be achieved and our school will most definitely be one of choice in equipping students for effective living. (Ardenne Preparatory Vision Statement).

introductory. Students' perspectives about their preferred teaching style are important because there is the idea that if students are taught classes in their preferred style, they will be able to learn better. (Johnson, 2005).

❖ Students embrace change more readily than adults, therefore they are always happy when teachers put a little 'spice' in their delivery. More important, is the fact that students of this age are technology driven so they look forward to lessons that are of such. This fact is even more evident when they have presentations to do, they usually resort to the computer as their choice of delivery.

❖ Parents are also of the opinion that students will do better if lessons are delivered non-traditionally because almost every child has an electronic gadget. What I have also observed is that when homework is sent

electronically, it is done by more students. Parents will come to the classroom and use their telephones to take pictures of the homework so that it can be done. These facts have led me to believe even more strongly, that non-traditional teaching style will make a significant impact in the teaching and learning process.

❖ Some administrators have long embraced this as the way to go, however; it is some of the teachers who need to come on board and move with the times. They need to realize that each child learns differently so to foster a positive learning environment, we need to make the change.

Your position, intended leadership role, and your reason for advocating for this issue.	Specific examples to illustrate the situation and the various perspectives

- ❖ Being a Grade Five and Six teacher, I have observed where students have become motivated to learn and participate in activities that enable them to excel when teachers change their style of teaching to that of a modern one. As a teacher leader, it is my intention to advocate for a change in the teaching style of teachers by motivating them so that they in turn can motivate their students to do well.

- ❖ Advocates are people who work together to create schools that exclude no group of children from the very best education, people who envision wonderful, high-achieving classrooms that are equitable for all students. (Ohlsen & Jaramillo, 1999, p.13).

- ❖ My reason for advocating for a modern style of teaching over a traditional style is the fact that I know students can achieve more and with them being

- ❖ As teachers seeking to change the ways we teach, we must engage in dialogue, discussion and interaction. We must seek out colleagues with whom we can collaborate, colleagues whom we trust to provide feedback on the structure of our learning tasks, and then watch our teaching and discuss what we might have done differently. (Prevost, 1996)

- ❖ Assuming the use of a well-designed computer program, it seems self-widen that an interactive computer activity can provide children with the opportunity to take an active role in mathematical problem solving. (Fisch & McCann, 1993).

- ❖ In the spirit of constructivism, our understanding is not static and finished, but evolving. We must now be certain to listen to the edges and expect to be changed again and again such is the joy and challenge of teaching. (Prevost,

children of the technological age, why not embrace what they do best by incorporating these strategies in our plan of lesson. Students will be less bored and will not complain of teachers not using technology in their delivery thus not challenging or motivating them through channels that they are familiar with.

❖ Schools will be more accommodating and fun-filled because students will be motivated to attend on a regular basis. Objectives will be achieved and visions realized.

1996).

❖ It is an accepted fact that the whole individual functions as he learns. The pupil's feelings as well as his intellectual analysis of the mathematical problems come into play in the learning process. Emotional blocks, feelings of insecurity, conflict at home, and all other personal problems affect the pupils' ability to perform in the classroom. Evidently there is something in the learning process that penetrates deeper than mere memorization of facts. On the other hand, as teachers, we see the value of the mathematics that we teach, yet we often fail to make pupils see its usefulness. What the pupil learns, takes on a new meaning when he can tie it into his daily problems and his own personal goals. Therefore, it becomes a matter of personalized teaching and a matter of accepting in practice, as well

	as in theory, the fact that learning is an individual matter. Certainly, this concept isn't new even though it isn't always practiced. (Schultz & Ohlsen, 1949).

Investigation/Research

Current information about the issue. How do I know this is a problem?	Ideal outcome/ Benefits to each consistent group.
❖ According to the article entitled: A Comparison of Traditional Teaching and Personalized Teaching in Ninth Grade Algebra," studies were conducted and the experimental class in the second study apparently made a better adjustments to the teaching situation than did the experimental class in the first study. This point suggests that in introducing a new teaching technique, it is important to do so at the very first of the year. Moreover, this experiment also suggests that it is wise to take time to get acquainted and learn how to plan together. ❖ The Ministries of Education and Science, Technology, Energy and Mining today (March 11) sealed a deal worth $800 million which will ensure that37 learning institutions are equipped with tablet computers for the upcoming academic year. ❖ Education Minister, Hon. Rev. Ronald	**Parents-**Will appreciate different teaching strategies that will be employed by teachers to facilitate the learning style of their children. They will also understand that using this style of teaching is one way of ensuring that students are not left behind. **Students-**Will be more motivated to learn because lessons will be more child centred. They will also get the opportunity to teach their peers concepts that they are knowledgeable about. It is observed that when this is done they grasp concepts better. Another important point is the fact that technology will be incorporated in the teaching and learning process and this will be a great motivator for them. **Teachers-** Will be instrumental in creating an environment that is less teacher centered and more child centered. They will also get the opportunity to share ideas with their peers in professional learning communities that will be established. Eventually, they will become more knowledgeable about concepts that will be used to enhance learning. Teachers will also

Thwaites and Minister of Science, Technology, Energy and Mining, Hon. Phillip Paulwell, signed the contracts for the Tablets in Schools pilot, with four technology solutions companies, at the Petroleum Corporation of Jamaica, in Kingston.

The one year pilot will be administered in 13 primary schools, six all-age and junior high schools, 11 high schools, six infant departments, one teachers' college, and one special education institution. The initiative will, in the first instance, involve 728 teachers. Following a review of the pilot, Tablets in Schools will be rolled out across the island, targeting 600,000 students and teachers.

Rev. Thwaites said Jamaica must ensure that it provides the labour market with persons who have the requisite technological skills to sustain the development, which the country seeks. He noted that some call centers, for example, had expressed a need for persons with higher levels of technological competency.

The Minister emphasized that the changes in students learning behaviors involve an increase in the research processes and techniques; increase in the use of high order cognitive processes and strategies; concept maps; and databases. He expressed the hope that the training of teachers for the pilot will result in new innovative teaching methods, and the emphasis changed from a trans- missive to a more interactive and problem solving-based approach to teaching. (Veronica Campbell, Jamaica Information Service, 2014)

❖ Tully and Emerson, have stated that after research was conducted, there is some evidence that the individual who

come to the realization that teaching is not all about them but the students who are left in their care to me molded and motivated so that they can achieve their full potential.

Administrators- No longer will they feel frustrated about teachers not putting into practice strategies that were spoken about and highlighted on several occasions. The school will benefit, in that, students will be learning and retaining more, based on the child-centered approach that will be taken. Overall, goals will be achieved and the vision will become a reality. Administrators will be proud of their staff seeing that they will be advocates who will be moving their schools to higher level of professionalism and academic excellence.

uses programmed instructional material, may learn at a pace suited to his abilities and needs and motivation is heightened. ❖ According to H. Dean Johnson, upon conducting a survey to find out the students preference of instructional style, it was observed that non-traditional was preferred due to the use of technology. Positive results were achieved from the use of co-operative learning. ❖ According to three American teachers, Marks, Pressley and Coley, they had beliefs about student learning that led them to choose more student centered learning activities. They believed students should be active participants in their learning. No teacher desired complete control of her classroom. These teachers used strategies in addition to reciprocal teaching. All used other instructional innovations such as cooperative learning, sometimes combining reciprocal teachings with other innovations the teachers believed that affective goals were an important aspect of instruction and sought to increase students' self-esteem or self-reliance and hence their motivation to learn and read for meaning.	

Current information about the issue. How do I know this is a problem?	
❖ We are ever growing in our understanding of mathematics and how mathematics is learned. We benefit from reviewing, critiquing, and revising one another's work. Our partners can	

help us to discover new ways of teaching, uncover deeper understanding of mathematics, and begin to own both the mathematics and the pedagogy that evolves. We all want a view of teaching - it is what guides most of the moves we make in the classroom. If that view is comfortable, we are not likely to change. If we do not listen to those on the edge and expect to be changed, then we will continue to structure classes that are too reminiscent of those Welch visited in 1978. But if we become uncomfortable with the "routine," if we suspect there may be better ways, and if we engage ourselves in the process of discovery (by whatever way is best for us), then our teaching will change. Trying materials similar to those described here, reading in the literature of constructivism, and joining together with like-minded colleagues to discuss and critique it all, will move us in the direction of what we now believe to be best for children. Finally, in the spirit of constructivism, our understanding is not static and finished, but evolving. We are, we believe, at the moment, at the center. We must now be certain to listen to the edges and expect to be changed again and again. Such is the joy and challenge of teaching. (Prevost, 1996)

❖ Active research is currently being undertaken in this field (Didactic Game), in primary schools. There, broad use is made of games to develop certain intellectual skills, such as the ability to compare, to pick out the characteristics features of objects and phenomena, or to generalize.at the same time pupils can develop such other skills as those of listening and correct speech patterns, or skills involving mathematics or natural history. Vlas S. Aransky and Mikhail

V. Klarin, 1987)	

Existing strategies and programs currently being used to address this issue (in the school)	Research-based strategies that successfully address the issue
❖ Using technology in the delivery of lessons but this is not done by all teachers. ❖ Co-operative learning by placing students in group for activities and presentations. ❖ Inviting parents and other stakeholders to conduct teaching sessions and do motivational talks. ❖ Using Gardener's Multi-Intelligence theory in the delivery of some lessons. ❖ Awarding high achieving students with Gold, Silver and Bronze 'A' Badges.	❖ A New Way of Teaching, (Fernand Prevost, 1996) ❖ Traditional Versus Modern Teaching Methods: Advantages and Disadvantages, (Viera Boumova, 2008) ❖ Traditional versus Non-Traditional Teaching: Perspective of Students in Introductory Statistics Class, H. Dean Johnson, 2005). ❖ A Comparison of Traditional Teaching and Personalized Teaching in Ninth Grade Algebra, Margaret Schultz and M.M. Ohlsen, 1949) ❖ Immediate Learning Outcomes and Transfer Associated with Programmed Instruction and Traditional Teaching, G. Emerson Tully and Richard R. Burnett, 1963). ❖ Three Teachers Adaptions of Reciprocal Teaching in Comparison to Traditional Teaching, (Marilyn Marks, Michael Pressley, Joan Develin, 1993) ❖ Non-Traditional Teaching and Learning strategies, (Pamela Harris and Ralph Johnson, 2001). ❖ Modern Teaching: The Strategy of the Didactic Game in the teaching Process. (Vlas S. Aransky and Mikhail V.

	Klarin, 1987)	

Likelihood of Solving the Issue/How do you know this issue could be solved

Every institution has as its mandate, ways in which they intend to improve. The institution of which I am a member is no exception. Most importantly, it has outlined in its vision statement that we envision this institution: "To be a benchmark for Schools in Jamaica and the Caribbean in equipping students for effective living." Therefore, with this as its mantra, I know that this issue can be solved.

Of course, this initiative will have to be a collaborative effort by incorporating all stakeholders. The main focus will be that of technology because this is the mainstream of not just the society but the world's focus on education and other forms of development. The Minister of Education has started by introducing tablets so with this as a brainstorm initiative, we cannot afford to be left behind. Ultimately, what we will have is an advanced technological staff and students who are motivated to aspire.

What strategies would you plan to use to remediate the issue?	Identify obstacles that must be overcome Potential Conflicts
Tablets in Jamaican School (Jamaica Information Service, 2014). ❖ Get on board with the implementation of tablets in our school with the help of stakeholders seeing that we are a private institution. ❖ Business owners in the wider community will be asked to donate at least one computer per class, thus enabling teachers to have access to technology. ❖ Students prefer lessons that technology based so this will motivate them to participate and achieve more. ❖ Empowering staff to create classrooms that a more child-centered. Does Method Matter? Traditional versus Non-Traditional. ❖ Advantages of Traditional is that it is an efficient method for the teacher because it is well organized and laid out. Workbooks allow for independent study and teacher has less supervision to do. On the other hand, non-traditional takes a more innovative approach and is more child friendly especially in the context of Howard Gardener's Multiple Intelligence Theory. (H. Dean Johnson, 2005). Getting stakeholders on board so that an investment can be made in the education of our students. ❖ There is a Jamaican expression that states: "It takes a village to raise a child," therefore, it is most appropriate for stakeholders to be	**Potential conflicts** Parents facing financial constraints thus their inability to purchase tablets for students. ❖ Some parents lack of knowledge about technology. ❖ Negative attitude of some parents towards change. ❖ Teachers' behavior towards change and creating more child centered environments. ❖ Teachers focusing more on their individual achievement over that of others. Lack of collaboration. ❖ Stakeholders' inability to play their part in making the vision becoming a reality. ❖ Administrator being faced with the challenge of staff members who do not welcome change. ❖ Overzealous students who are knowledgeable and more proficient

brought onboard.by so doing, it will assist in the overall development of the organization.

Grouping students so that those who are proficient in certain concepts can assist those who are less proficient.

- ❖ In the establishment of Professional Learning Communities, not only are teachers benefitting by learning new strategies, students are learning new ways of understanding concepts. As a teacher, it is important that both adults and students are involved in the learning process.

with technology, not giving less proficient ones a chance to become literate about technology.

Steps to initiate change

- ❖ Seeing that I am advocating for an improved style of teaching and learning, I would first of all educate the principal about the problem that I have identified. I will also outline the reasons for wanting a change from traditional teaching style to modern.

- ❖ As a teacher leader, I will most naturally want to share with my colleagues the advantages of modern way of teaching. With this in mind, I will seek the principal's permission to share my idea with staff during regular staff meeting.

- ❖ Special session will be set up with colleagues to inform them of the plans. Discussions will be held.

- ❖ A Professional Learning

Measuring success

- ❖ Observation of the number of teachers, who have embraced the idea and have implemented it in their classroom.

- ❖ See how effective is collaboration among school and stakeholders. Making note of how much financial help school is getting in the purchasing of technology equipment.

- ❖ Noting performance of students since implementation of programme and how many have shown improvement.

- ❖ Getting feedback from teachers and parents as to how much improvement is seen academically.

- ❖ Doing survey among students to find out how they view traditional teaching versus non-traditional teaching.

- ❖ Observing and getting feedback from

Community will be established which will enable my colleagues and me to collaborate in the development of an Action Plan that will outline the problems that are currently encountered when students are taught traditionally, strategies and skills that will be employed to teach students non-traditionally, the persons who will be involved, and the time-line involved.

❖ Collaborative effort will be ensued with teachers who are more proficient in certain teaching styles so that they can impart their knowledge and skills within the Learning Communities.

❖ As further involvement, stakeholders will be invited to a meeting, wherein which, they will be informed of the Action Plan. Their input will be sought by requesting financial help as well as them being resource persons in the delivery of innovative lessons.

❖ Parents will be asked to provide regular feedback to teachers as to their view of how things are progressing and how well their children are adjusting. They will also share how their children feel about the new teaching style.

❖ Have regular Professional Learning Committee meetings to get feedback of how well matters are progressing as well as knowing what the negatives are and how they can be corrected.

❖ Leaders of serious school improvement efforts face the

colleagues as to their impression of Professional Learning Communities and the impact of this on their professional development.

❖ Getting feedback from principal in regards to how programme is going and her impression of the level of participation of staff members.

❖ By contrast, a shared vision based upon the core values of participants and their hopes for the school ensures commitment to realization. Realizing a shared purpose or vision is an energizing experience for participants, and a shared vision is the unifying force for participants working collaboratively.
(Lambert, 2003, p. 6)

challenge of marshalling the energy and expertise of their staff in the service of the project. A leader's skills extend far beyond running meetings efficiently; clarifying a vision for school improvement, helping staff members to understand how their daily work supports (or possibly undermines) the vision, and serving as an advocate for both students and staff are all critical for success. (Danielson, 2002, pp. 117).	

Concluding Comments

Over time, and as people's life experience with computer technology became greater, each

succeeding generation became more intuitive about the way computers can be used. Since an

increasing number of activities and occupations are heavily dependent upon technology which is

itself changing rapidly, "facts are best, as steadily devaluing currency in many disciplines, today's facts' are obsolete and irrelevant tomorrow. (Terry Taylor, 2014)

As educators, it is imperative that our pedagogical strategies change with the times or else we will become obsolete, therefore, we have to engage our students in ways that will enhance learning so that it is challenging but also exciting. Seeing that our present generation gets bored so easily, our methods of teaching have to take on new dimensions. I have observed that this is a major challenge that is the reason for me choosing this topic so that I can initiate the necessary change needed to propel our students to a new way of learning.

Of course, for this change to become a reality, certain knowledge, skills and dispositions will have to be imparted. How will this be done? This is where my capacity as a teacher leader will be demonstrated in the establishment of Professional Learning Communities. My colleagues will be brought on board through collaboration because there is no 'I' in TEAM. They will also be educated by the fact that learning is not centered on us, it is the children who are important and we should incorporate different learning styles in our delivery so that each child can achieve his or her true potential.

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