The Educator as Learner: Teaching & Leading in a School that

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(she. her. hers.)
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#listeningminds #ASchoolThatLEARNS
Listening to Self

➢ Notice.
➢ What brought you here today?
➢ Any barriers to your participation? (name and mute momentarily as best you can)

(Nurturing & Reflecting)
TRACKS

1. What is a learning organization?
2. LEARNS?
3. Listening Practice
4. Why listening?
5. Ideate for the individual and school that LEARNS

Our time together
TRACK I:
What is a Learning Organization?
“Every enterprise has to become a learning institution [and] a teaching institution. Organizations that build in continuous learning in jobs will dominate the twenty-first century.”

--Drucker, 1992
DISCIPLINES OF A LEARNING ORGANIZATION

1. SYSTEMS THINKING
   Comprehend and address the whole and examine interrelationships between parts.

2. MENTAL MODELS
   Deeply ingrained assumptions, images, generalizations that influence how we act. Ability to reflect in and on actions.

3. SHARED VISION
   With vision, people excel and learn not because they are told to but because they want to.

4. PERSONAL MASTERY
   Continually clarifying and deepening our personal vision.

5. TEAM LEARNING
   Process of aligning and developing capacities of a team to create results they truly desire to see.
Learning organizations recognize...

...the single biggest cause of work burnout is not work overload [*per se*], but *working too long without* experiencing your own personal development.

--Robert Kegan, *An Everyone Culture*
TRACK II:

LEARNS

(Listening Engaging Asking Reflecting Nurturing Sharing)

(Informed & particular capacities, behaviors, strategies for continuous learning)
The Greek *eudaemonia*, engagement

“in relation to the satisfactions of experiencing one’s own growth & unfolding, becoming more of the person one was meant to be, bringing more of oneself into the world.”

--Robert Kegan, *An Everyone Culture*
As educators, learning is the most powerful way we know of for a school to cultivate and unleash the potential of its people -- students and adults alike.
Holderness School

Learning Master Plan

Overarching Learning Outcomes/Enduring Understandings

Discipline Learning Outcomes/Enduring Understandings

Holderness Learner

Understanding concerning socio-emotional learning, ethics, and systems of belief

Cognitive Science and teaching & learning best practices
➢ What is your school’s lived strategic mission?

➢ What is the purpose for meetings & schedule redesign?

➢ What coaching strategies and frameworks are available for faculty capacity building?

➢ What would an in-house professional learning institute look like?

(Asking)
➢ Redesign of Winter Schedule and end-of-year schedule to reflect science of learning understandings
➢ Redesign of Department curriculum and pedagogy evaluation process
➢ Intentional training and ongoing coaching of Department Chairs in observation, feedback practices, and assessment design
➢ Intentional year-long professional learning curriculum for new faculty
➢ Critical Friends Groups and Instructional Coaching partnerships
➢ End-of-year LEARNS Institute for faculty
➢ Robust collaboration with architects on pedagogy & space toolkit towards a design of a new academic building
“I don’t think about my classroom as a private space anymore. I want people to observe and give me thoughtful feedback so I can make sure I’m teaching students well.”

“I never thought of myself as an educator before and I’ve been teaching here for [over a decade]. I have come to know and understand myself as an educator and learner. I am a learner and that brings me joy and confidence. I believe in the hard work I have to do now more than ever.”

“With the Learning Outcomes and Learning Master Plan, I realize now no one is telling me how to teach. We are asking each other how we teach and why. And when I give an answer, other people are, too. I’m not working alone, I realize. I might be teaching [a certain discipline], but I’m not the only one trying to get kids to be problem solvers.”
A School that LEARNS

❖ What are the current beliefs and practices concerning adult learning in your school?

❖ What does adult learning look, sound, and feel like at your school? Who is engaged in this learning and how?

(Reflecting, Sharing)
Track III:

How might we listen to learn at school?
Musical Listening Provocation
(listen, notice, compare, complicate)

How do we come to know & experience Philadelphia through listening to these songs?

Now, let’s tune back in to school.

If schools are sonic-rich sites for cultivating listening mindsets & for learning through listening...

...then How might we listen to learn at school?

(Reflecting, Sharing)
Practice: Listening in Print
How might we become more sensorily awake and aware?
Listening Walks: The Self as Resource

- Self-propelled professional learning sessions that can help you learn more about your school & how sound can enrich our understanding of school.

- Grows out of Sound Studies Sound Walks research practices & anthropological turn in change leadership literature.

- One way to leverage learning in your everyday context & work & collect sonic data.

- Can do this solo or with a group of educators as instructional rounds.
Track IV: Why Listening?
❖ How might we cultivate ethical listening practices in a culture of excessive talk?

❖ How might we be better audiences for each other?

❖ What are the implications of giving someone voice without audience?

❖ *Logos* as voice & listening
Hungry Listening
Resonant Theory for Indigenous Sound Studies
Dylan Robinson
THE FUTURE OF DEMOCRACY

THE RIGHT TO LISTEN

As citizens of a democracy, we need to hear one another. Why can't we?

By Astra Taylor
January 27, 2020
“Get proximate.”
“When I showed a disposition to listening instead of scoffing, we had a very long talk.”

--Zora Neale Hurston
Listening as key player in learning (dual coding)
Allan Paivio's Dual Coding Theory

Long Term Memory

Working Memory

Learn

Remember

Visual Stimuli

Auditory Loop

Verbal Stimuli

Visual Spatial Sketchpad

Auditory Loop

Visual Processing

Sequential Processing

Trigger

"“
“All living is listening for a throat to open --

The length of its silence shaping lives.”
Track 5 (Final):
Ideate for the individual (YOU) & school that LEARNS
Reflect & Make Note

➢ One way I might engage my professional learning differently through listening is...

➢ One way I can help my school cultivate a culture of learning is...

➢ One tool or resource I could use to support this listening & learning is...

(Nurturing & Reflecting)
Thank you for listening.

Questions & Comments?

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