

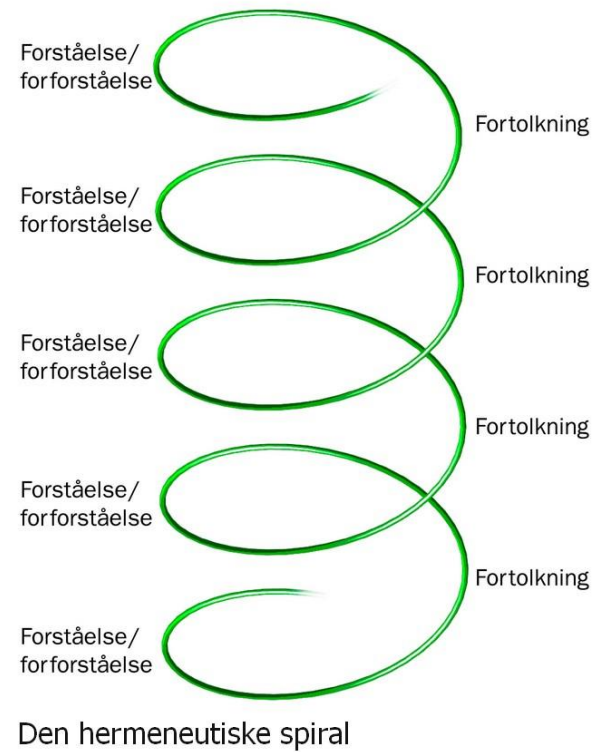
Action Learning (AL) - a method

- Definition
- It is an aim and a tool for teachers
- Practice
- Experiences from Albertslund - in a periode of reform and new demands
- The facilitator and the practical work in the team
- New research on "Preventing Drop Outs"

Definition

- Action Learning as a method as well as a tool. The intention is to develop teaching by experiment, observation and reflection on situations from the everyday life in a classroom.
- The team of teachers explore the whole aspect of teaching; from which teachers obtain new knowledge and experience on how teaching works and can be developed/changed. It is about everyday life, practice and change by reflection.
- Action Learning is a method that deals with how a teacher learns on the job and how the professional teacher can develop in every day practice. To work with Action Learning you have to be exact and use precise language when presenting a problem to be solved. It is necessary to make honest observation before reflection in talks regarding didactic. To do that you have to have a clear framework – an agenda
- The Method is divided into five actions:
 1. Establish a problem to be solved
 2. Agree an action and to carry out the action
 3. Observe the action
 4. Discuss didactic
 5. Adopt what has been learnt (Bearbejdning af erfaringer)

Hermeneutic spiral - a circular proces



The overall purpose of AL for teachers

- 1. It has to make sense, when you look at teaching and learning
 - 2. Gain as many experiences as possible
 - 3. Develop strategies and act on actions, and at the same time observe how the students react
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- The teacher learns to look for where to develop in an analytical way
 - The teacher looks for connections/partnerships/co-operations
 - The teacher reflects and establishes a professional language regarding teaching by verbalising, evaluating and using clear and concise language

Also – interesting when we talk about AL

- **Micro teaching**

The Authentic teacher

- The personale intention.
 - The inkarnationen of a message.
 - Respect for students
 - Create frames for teaching
 - Takes care of personal devolpment (qualification/competence)
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- **The new Reform of the School system in Denmark**

Why is it a good idea to teach the teachers to use AL at a time of change and new demands?

- You will learn within the context of everyday life. To stay and learn from what happens in the classroom is better than attending a course away from the school
- A challenge e.g. problem students are not always what they seem, when you are away from the classroom. Be aware of local differences, local agreements and local visions etc. Hence you learn by staying where it happens
- Different methods, theories and delivery developed outside the school often lack the sensibility towards the reality e.g. students drop out

The Facilitator

- How and why to use a facilitator
- New perspective
- Professional, not personal
- No attention on daily life and colleagues
- Recognise the teacher as an authentic teacher
- It is necessary for the facilitator to know about teaching and the internal school system. The facilitator and the teacher are of equal standing

When to use AL

- Action Learning is a practical tool to observe the professional teacher when teaching
- It is always up to the different teams of teachers how and when to use Action Learning

- Inclusion
- Cooperative Learning
- Visible Learning
- When you work with Art and Culture
- Classroom management
- Cross-curricular
- Relationsdannelse /connection between students – Relationship building
- Differentiation

Experiencies from Albertslund

- Herstedlund school – a team with different challenges in their classes
- Previously: important to get all students to work in a positive way with the subjects and together in the classroom. They have used different tools and have evaluated the first term
- New agreement : co-operation in a group of teenagers -in a class with few boys. They will start new actions in relation to subjects, initiatives and participation. Student to student-relations and co-operation. The students will establish ownership and pride, when the talk is about knowledge. The students themselves identify how they can be helpfull to one another. The teacher will act as a facilitator in the classroom.

Statements from the teams/results from a research regarding AL

- We had a good start - theory, information and practice
 - It is good to have a facilitator
 - It is good that every teacher use the same method
 - AL has made work in the team easier
 - We do not have enough sparring/exchange across teams
 - We had an interest in learning about the theory
 - Interesting to change/develop – profession
 - It is good to learn about effects on longterm basis
 - It is difficult to be exact when you have to describe problems
 - It is easier now to verbalise problems
 - It is easy now to agree in the team on necessary actions
 - It is necessary to verbalise everyday work and actions
 - To exchange every day experiences is valuable
 - We have a plan to observe each other but we need more time
 - The framework is valuable
 - Good to make sure that the talks are held in a professional way
 - We make agreements on actions that we keep
 - It is good to be honest about problems in our work
 - It is necessary to verbalise the daily work – a facilitator helps
 - We follow up on actions and make plans to research, get new knowledge ect.
 - We are curious to learn more about new ways/methods/solutions
- Our students gain from AL – they are visible, heard, and looked after
- We have now a better cooperation among the teachers regarding the students

Why it is a good idea to use AL – regarding Drop outs

- No matter which new ideas, demands and new initiatives appear - Action Learning will always be part of local development long term.
- Action Learning can make use of new and old knowledge in the teams.
- The teams can use Action Learning to develop their practice regarding the every day work or specific problems.

New research from Mette Pless Phd. in her science project "Unge lyst til læring" – "Young students wish to learn" Ålborg University.

Motivation - orientation:

- Vidensmotivation - knowledge
- Præstationsmotivation - performance
- Mestringsmotivation – to be able to
- Relationsmotivation – relation
- Involveringsmotivation – involvement

New research from, Dorte Ågård, phd. Århus Universitet

- Establish (modvindskompetencer) headwind competencies
- Guidance and advice to students who have no motivation, are tired of going to school, annoyed, reluctant, apathetic or sad
- Guidance and advice given to teachers
- Practical solutions to a team – to be used on a daily basis

To Prevent Drop out

- The responsibility is with the teachers/ teams to develop
 1. The teaching – practice
 2. Relationship
 3. The Profession

”Livsduelighed”

- Can be described as a strength and ability to live, function and develop
 - It is the desire and ability to take responsibility for your own life
- that is what we aim to offer the students throughout their education