What does it take to be an instructional leader in an adult learning context? What skills, knowledge and attributes are needed?

How did we go..?

- Build vision and set directions
- Understand and develop people
- Redesign the organisation
- Build collaborative cultures
- Provide teaching support
- Buffer staff against distractions from their work
- Have an emotional understanding of the work
- Open-minded and ready to learn from others
- Flexible rather than dogmatic
- Have high expectations of staff motivation, commitment, learning and achievement for all
- Resilient and optimistic

Change agents and leaders

<table>
<thead>
<tr>
<th>Developers</th>
<th>Implementers</th>
</tr>
</thead>
<tbody>
<tr>
<td>High profile</td>
<td>No glory</td>
</tr>
<tr>
<td>Big picture perspective</td>
<td>Have technical knowledge</td>
</tr>
<tr>
<td>Have political skills</td>
<td>Have clinical skills</td>
</tr>
<tr>
<td>Timing is vital to them</td>
<td>Patient &amp; persistent</td>
</tr>
<tr>
<td>Need to be good at public relations</td>
<td>Need humour</td>
</tr>
<tr>
<td>Move on quickly to the next thing</td>
<td>Need to be creative</td>
</tr>
<tr>
<td>Savvy</td>
<td>In for the long haul</td>
</tr>
</tbody>
</table>

Remind me of anyone...???

TAFEWA Instructional Intelligence Professional Development Program

Phase One: 2005-2009
Phase Two: 2009-2012

Technical and Further Education in Western Australia (TAFEWA)

- TAFEWA consists of 10 TAFEWA colleges and offers over 420 full-time courses at 50 campuses around the state.
- Colleges are funded by the State Government of Western Australia.
- Provide courses in apprenticeships and traineeships, workplace training, and offer commercial courses for business and industry, access and equity.
- Colleges operate within and are regulated by a national vocational education and training (VET) skills framework.

- WA occupies 2.5 million km²
- 20,781 km of coastline
- Eastern border is 2,862 km long
- Population of almost 2 million
- 77% of population live in the Perth metropolitan area

Becky Saunders - IL International Conference 2016
Once upon a time....

A number of people came together to try the seemingly impossible.

They were not magical beings or blessed with any special powers.

They were just ordinary people who achieved extraordinary things....
the challenge... systemic change in vocational education and training instruction

Embed Instructional Intelligence statewide across the TAFE system!

HOW???

II model of professional development

Attend Workshop

Reflect & Re-plan

Design Skill Integration

Trial Skills

Complete Lesson Plan

Instructional Intelligence Dimension Time Spent

Behaviour / Classroom Management & Instructional Concepts 11 days

Instructional skills, tactics & strategies 6 days

Cooperative Learning Level I & II 3 days

Tribes Certification Training 4 days

Educational Change 3 days

Total 27 days

Over 4 years
Round 2 II - 2009 - 2011

Where are we now?

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Challenges</th>
</tr>
</thead>
</table>
| - 60 adult educators have completed the 3-4 year instructional leadership course | - Lack of systemic support
| - Each TAFE college has a team of instructional leaders                      | - Resistance to the concept of II
| - Only II PD program with empirical research attached to it                  | - Perceived as ‘nothing new’
| - Embedded as a PD program in one of the TAFE colleges – sustainable model  | - Barrie as the ‘Guru’
| - Reputation for being high quality PD                                       | - Lack of funding or support
| - It works!                                                                   | - System is heavy compliance and assessment focused
|                                                                              | - PD and concepts are in danger of being ‘dumbed down’                                          |

Plus Minus Interesting

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Implementing II in an adult learning context</td>
</tr>
</tbody>
</table>

Challenges

- Lack of systemic support
- Resistance to the concept of II
- Perceived as ‘nothing new’
- Barrie as the ‘Guru’
- Lack of funding or support
- System is heavy compliance and assessment focused
- PD and concepts are in danger of being ‘dumbed down’
Central TAFE - Context

- Based in the Perth CBD
- Approx 37,000 students
- Over 230 accredited course

Central TAFE - Master Class

- Master Class Program
- Instructional Leadership
- Instructional conferencing & peer coaching
Central TAFE - II Master Class

Debra Lunt
Teaching and Learning Consultant

Research

Professional development, instructional intelligence and teacher emotions:
A mixed methods study of a four-year systemic change initiative

Methodology: mixed methods approach

<table>
<thead>
<tr>
<th>Number of Participants</th>
<th>Data Collection Procedure</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Concerns Based Adoption Model (CBAM)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1. Stages of Concern Questionnaire (SoCQ)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Levels of Use (LoU) Interview Protocol</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Analyses</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Semi-structured Interviews</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Classroom Observations</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Reflective Interviews</td>
<td>4</td>
</tr>
</tbody>
</table>
Results: group profile – peak score analysis

<table>
<thead>
<tr>
<th>Highest Stage of Concern</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Individuals</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>21</td>
<td>1 27</td>
</tr>
<tr>
<td>Percent of Individuals</td>
<td>0%</td>
<td>0%</td>
<td>14.9%</td>
<td>3.7%</td>
<td>0%</td>
<td>77.7%</td>
<td>3.7% 100%</td>
</tr>
</tbody>
</table>

Results: Levels of Use – group results

<table>
<thead>
<tr>
<th>Levels of Use</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IVa</th>
<th>IVb</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonuse Orientation Preparation Mechanical Routine Refinement Integration Renewal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of Individuals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Percent of Individuals</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>37%</td>
<td>52%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Research

Findings

- Change has taken place. Instructional innovations have been integrated into teacher practice.
- Analysis indicated routine, refined and integrated levels of use amongst the group.
- Model of professional development was appropriate in facilitating instructional change.
- The change process had been managed effectively and appropriately.
- Barriers to enacting included, middle management, lack of time, competing work priorities and emotional responses to changing instructional practice.
- Facilitators to enacting change included, supportive colleagues, belief in II and student reactions.
II Forum 2011

- Keynote presentation – Barrie
- International presenters
- Teacher led poster presentations
- Teacher led workshop sessions
- World Café Sessions
- Graphic Intelligence workshop for all delegates

-Murdoch University-

- Tertiary and Workplace Education
  - Graduate Certificate
  - Graduate Diploma
- Masters of Education (Coursework)
  - EDN541 – Practical Methods of Instruction
  - Tribes
- Masters of Teaching – Primary
  - EDN568 – Strategies for effective learning and teaching
  - EDN567 – Professional experience: Strategies for effective teaching
  - Tribes

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So what does it really take to be an instructional leader in an adult learning context?

- **Courage of Captain Kirk**
  - “To boldly go” where no adult educator has gone before.
- **Strength of Wonder Woman**
  - To deflect negativity and naysayers.
- **Instructional skill set and tools of Inspector Gadget**
  - “Can do and will do” attitude of Bob the Builder.
- **Optimism and Positivity of Mr Happy**
  - Web-research skills of Spiderman, to create and connect collegial networks.

And They All Lived Happily Ever After...

Acknowledgement and thanks are extended to the following people for their generous help with this presentation:

- Debra Lunt – Teaching and Learning Consultant, North Metropolitan TAFE WA.
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  - Mitch Holland
  - Zack Moulton
  - Bradley Cann
  - Christine Ramilo