



In what way do teacher dispositions  
impact agency in the shift from  
traditional learning spaces to MLE's?



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Inquiry purpose is to grow our practice as educators. To mindfully reflect on what we are doing. To be deliberate about what is needed to have a more significant impact on the learning of our students. To try new things and know the effects of those things.

And straight out of the standards for the teaching profession - PTS 2 - "To use critical inquiry, collaborative problem-solving and professional learning to improve the outcomes of teaching. To Inquire and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources."

**Your and my non verbal language is a disposition. What feelings and messages are you- am i promoting.**

**My students want to see and feel commitment and or enthusiasm in the teaching and learning duet. This is one of those discerning moments that unlocks trust, builds relationship and facilitates agency- boomerang style.**

Weaving awkward and uncomfortable to a position of vision  
but still with discomfort

*“The evolution of learning culture is the most critical work educators need to do inside schools today”*

***Timeless Learning – How Imagination, Observation and Zero-Based Thinking Change Schools*** by Ira Socol, Pam Moran and Chad Ratliff (p.24)

*“The only way to change culture is to constantly create situations in which people respond to the question, ‘Why are we here?’”*

(p. 24).

The first chapter of *Timeless Learning*, is ‘All Means All: Cherishing Children’.

[https://wakelet.com/wake/452dfbc6-88e0-4790-b59c-3bc84a6dff09?utm\\_campaign=browserextension&utm\\_medium=chrome&utm\\_source=opencollection](https://wakelet.com/wake/452dfbc6-88e0-4790-b59c-3bc84a6dff09?utm_campaign=browserextension&utm_medium=chrome&utm_source=opencollection)

Four comments from Year 10 students end of term 1:

Student JJ “ my teacher looks sad..”

Students HS “ I don’t think he feels like being here”

Students DH ‘ I think she doesn’t like this place.”

Students MK ‘ I am sure he doesn’t even know who I am so it doesn’t matter”



Staff mid year survey:

‘ nomadic teaching is exhausting’

‘ don’t mind the commute- enjoy the shift in atmosphere although it seems energy sapping at BC and a bit energising here at GC’

‘ wish it was a bit slower paced so we have time to catch up and prioritise planning”

‘ clearly not co- laboartive aye. ‘

Therefore as part of my messy inquiry my findings are that teacher dispositions around MLE's and collaborative practices must be carefully considered, listened to and challenged to enable and empower staff to grow. The case of doing with rather than doing to.

In Middle Years i have adopted the phrase:

***“Know where we’re (not only you’re) going and how to get there ...***

I am hoping that helps enable us as a Middle Years team to support and where necessary have difficult conversations with ourselves as learn and shift teaching practise for Middle Years.