Tacit knowing is operationalized in doing—but not highly conscious

"THERE IS NO ONE RIGHT WAY OR FORMULA FOR SUCCESS. IT ALWAYS DEPENDS!"
MASTER TEACHERS

- Sanskrit root: “mah” meaning “greater”
- Medieval French: “maitre” meaning exceptionally proficient

EXPERTISE IS KEY TO MASTERY

Research on expertise (Ericsson) suggests that many teachers will become competent … but not everyone takes the journey to mastery
IT’S NOT THE DESTINATION. IT’S A JOURNEY.

AGENDA

- What we did — a bit about the research
- Mastery—“No one right way”
  - Situational judgment
  - Built on foundational relationships
  - Powered by the 3 C’s
- Developing situational judgment
  - Reflective practice
  - How it is supported
WE SOUGHT “STORIES” OF MASTERY

✓ 3 workshops:
   1. Buckley School
   2. Eton College
   3. Scotch College
✓ 95 teachers
✓ 70% men
✓ 77% high school secondary
✓ Most from independent schools/some public or state schools in the U.K. and Australia

SITUATIONAL JUDGMENT
WHAT IT LOOKS LIKE
Skilled decision making in the face of new contexts, situations or challenges for which "old rules" do not apply … "messy"

Could take place in the moment or over time

Intuitive … based on expertise acquired from prior experiences … hard to put in words

Buckley School: Supporting (VIDEO)
In what ways does this teacher show us what situational judgment looks like?
They created holding environments with the right balance of challenge and support based on each boy’s unique strengths and needs.

Holding environments—psychosocial context that caretakers provide to nurture infants (Winnicott, 1965)

RELATIONSHIPS

Research by Andrew Martin—Whether students trust, like or connect to their teacher is a powerful motivator or de-motivator—especially with boys!

CONFIRMS IBSC RESEARCH BY REICHERT & HAWLEY ON RELATIONAL TEACHING
RELATIONSHIP BUILDING SUPPORTS AGILITY IN “DOING THE RIGHT THING”

- Flexibly adapting to the unexpected
- Tailoring to each unique student
- Modeling, inspiring, challenging, encouraging boys

The “3 C’s”

- Building Classroom Climate
- Cultivating Professional Character
- Conducting Intentionally Thoughtful Practice

Mastery Basics

Foundational Relationships: Holding Environment for Challenge & Support
Humor, passion, honesty, energy, empathy, expertise, confidence, humility

Boys see through ‘phony’ very quickly.

By showing our authentic self [we] let them know they are safe to be … ‘real’ boys.
BUILDING CLASSROOM CLIMATE

- Who they are shapes what they do to build climate safe for learning.
- Be the leader of the room; ensure it is friendly, fair and safe.
**HOW DO TEACHERS BUILD CLIMATE FOR BOYS?**

- Safety to encourage appropriate risk taking
- High expectations
- Clarity in goals, structure, and boundaries
- Predictability and spontaneity

**CONDUCTING INTENTIONALLY THOUGHTFUL PRACTICE**
✓ Starting with the end goal in mind
✓ Engaging each boy
✓ Giving boys voice and responsibility
✓ Pumping up energy in class
✓ Giving honest, timely, actionable feedback
✓ Being adaptable and flexible

"There is no one right way or formula for success. It always depends!"
SITUATIONAL JUDGMENT

PREPARING FOR THE UNEXPECTED

NOTICING

TAKing ACTION

Eton College 1: Reflecting (VIDEO)
How did Michael:
- Use what he noticed to diagnose the situation?
- Build and leverage relationships to guide practice?
- Try out solutions and notice what happened?

**PAIR SHARE**

*Eton College 2: Questioning (VIDEO)*
MASTER TEACHERS GROW EVERY DAY BY PERFECTING THEIR PRACTICE WITH HELP OF OTHERS—BOYS, PEERS, MENTORS, FAMILY & FRIENDS

Scotch College: Mentoring (Video)
WHAT WOULD FURTHER SUPPORT YOUR MASTERY?

- What can you do to pursue your own mastery?
- What help do you want and need through collaboration with others?
- What needs to change at your school to better support growth toward mastery for you and other teachers?

Supported by “deliberate practice” (Ericsson)


EXPERT PERFORMANCE
ARRESTED DEVELOPMENT
EVERYDAY SKILLS

Mastery is a journey, not a destination.

**NOVICE**
Follow rules exactly—no discretionary judgment.

**ADVANCED BEGINNER**
Modify rules based on global general guidelines.

**COMPETENT**
Take actions based on long-term goals and routines.

**PROFICIENT**
Recognize patterns & vary guidelines based on situation.

**EXPERT**
Use situational judgment to meet each boy’s needs.

QUESTIONS?
THANK YOU!

Eton College 3: Differentiating (VIDEO)

Interior of the Quadrangle, Eton College