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Missed Session Recap (Live session 2)

The live session began with a review of important dates for the remainder of the semester. In the Week 6 article, “Defining teacher leadership: A framework,” a leadership framework was developed by a group of science teachers who felt it was needed. Members of our class have differing experiences with teacher leadership - many of our collaborations and mentorship experiences are informal collaborations with colleagues, not in formal settings.

Kassity mentioned the importance of advocating for students to learn STEM, not just math and reading. Students will be looking at the weather every day, but they won't necessarily be using algebra every day. Dani mentioned that elementary kids should definitely have access to STEM because they are inherently curious – science can make math and reading more fun and relevant. “Get them to be thinkers, not knowers.” Yishan shared the experience of administrators not always being receptive to STEM resources, opportunities, etc. because they may not be as familiar with science instruction. Prof. Hollern emphasized the importance of information literacy. The more our students can see this across subject areas, the more familiar and confident they can become. Matt mentioned the impossible task of keeping up with new science resources and new technology as new limitations are imposed on apps, articles, etc. It can feel like a never-ending chase to keep up with technology and resources.

An effective science teacher leader profile includes a cyclical process of collaborating, advocating, modeling, and providing resources. As teachers, we have to consider not only how we are modeling good pedagogy for our students, but also for our colleagues. Increasing teacher agency includes reflecting on the following: Sense of purpose (Why), Competence (How), Scope of autonomy (What), and Reflexivity (So what?). With training, support, and experience, teachers can expand their identity to become “agents of instructional change in their schools.”