

Role of a Transformative Teacher

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What ACE Model is After



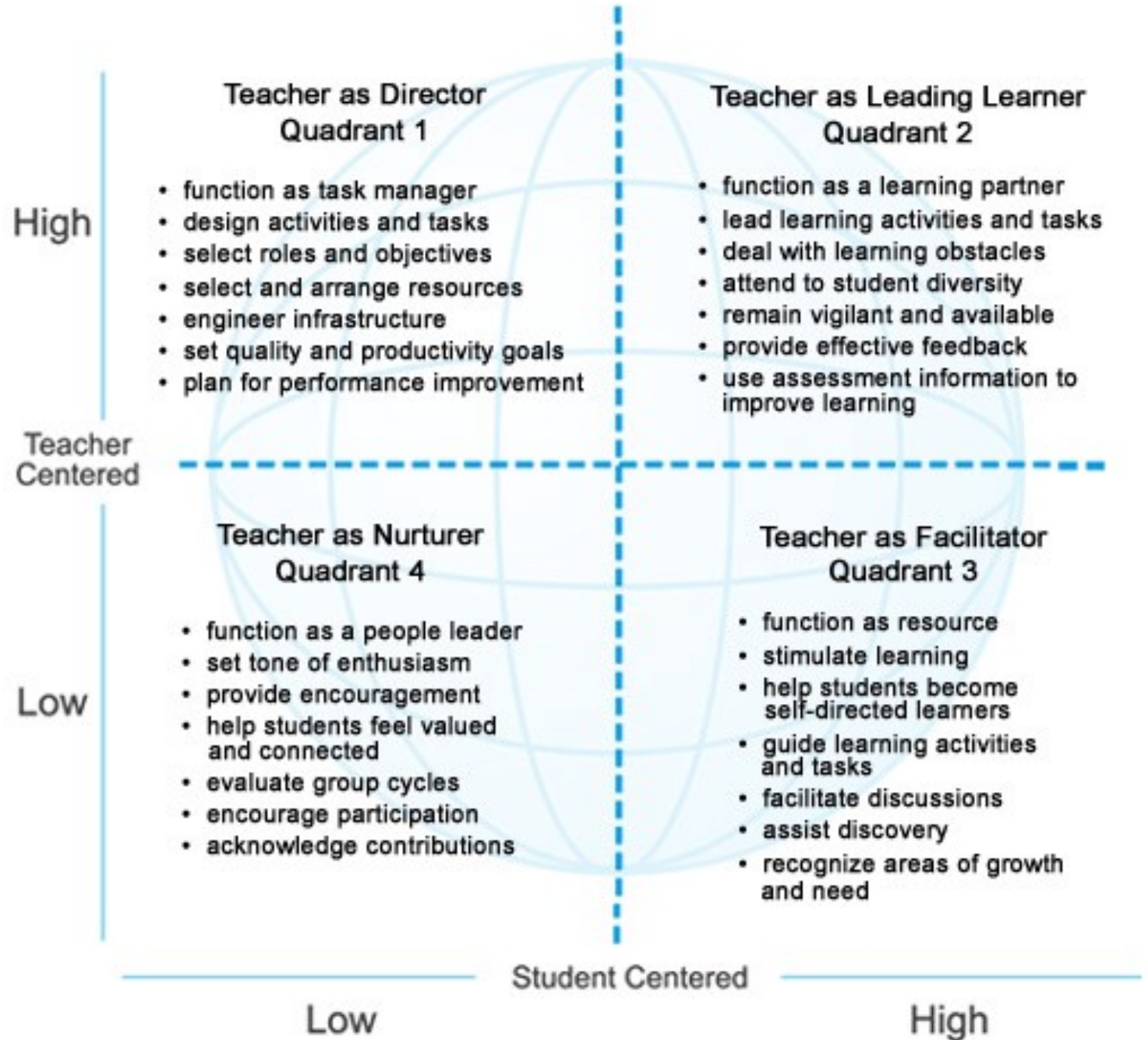
A safe, secure, predictable and sustainable environment.

Thriving learning community in which learners have voice and choice and in which evidence of Impact is gathered systematically and thoughtfully.

Previous Generations	Generation Z/α
Verbal	Visual
Sit and Listen	Try and See
Teacher	Facilitator
Job Security	Flexibility
Commanding	Collaborating
Curriculum-Centered	Learner-Centered
Closed Book Exams	Open Book World
Books and Paper	Glass and Devices

Contemporary Students...

... Need
Transformative
Teachers



Job Description of a Contemporary Teacher

1. Teacher as self-navigating professional learner.



The position requires independence and professional collegiality. Self-navigating reflects the teacher's independent

management facility for providing and selecting a range of virtual and on-site learning environments. As a professional learner, you should be a seeker of new knowledge and skills. Contemporary professional learners are digitally literate, creating and curating clearinghouses with applications and tools to support learning. An openness to sharing your personal learning pathways with others in your PLC is advisable.

2. Teacher as social contractor.



Through careful social networking, the teacher will support meaningful affiliations with groups of students, education

groups, and learning communities. Respectful expansion of resources and point of view is a residual effect of networking and should reflect a commitment to the school's mission. By modeling social contractual relations with a larger community, it is hoped that learners will aspire to the same quality of connection.

3. Teacher as media critic, media maker and publisher.



Modern learners require a teacher who displays fluency with digital literacy, media making, and classical print

media. As a composer and producer of education ideas, curriculum, instructional strategies, policies, digital tools, and management strategies to assist the field, publishing professional work using a range of e-tools is a natural outgrowth of this capacity. If you are sharing your own professional work, then you are more likely to cultivate the same with your learners.

4. Teacher as innovative designer.



Becoming a creator of curriculum compositions, learning experiences, and refreshed environments that "break

set" is at the heart of inventive educational solutions. By being accountable for innovation, teachers engage learners in timely inquiry, showing passion for ideas, creativity, and updated knowledge. Innovation requires feedback from an appraiser, assessor, judge, coach, and leader.

5. Teacher as globally connected citizen.



Displaying openness and know-how that supports global connectedness is critical to the times in which we live.

An engaged examination of global issues, problems, and themes should be reflected in curricular choices. Central to those connections is the ability to establish respectful and active participation in global learning opportunities ranging from point-to-point collaborations, ongoing global projects, and the use of global applications.

6. Teacher as advocate for learners and learning.



Showing unwavering commitment to the potential for children and adolescents in your care is a

clear and classic capacity. We are looking for a modern teacher who actively promotes relevant learning experiences with other colleagues, parents, community members, and policymakers using both on-site and social networking skills. Nurturance of the specific learners in your care requires a thoughtful understanding of brain research and of the interests, needs, and passions of each child. Those adhering to the ideal one-room schoolhouse, isolationism, and use of papyrus need not apply.

— Excerpt from *Bold Moves* (2017)

Connecting to Learning Principles

1. Learning Goals
2. Dimensions of Learning
3. Assessment for, of, and as Learning
4. Learning Perspectives
5. Learner Engagement and Autonomy
6. Research and Reflection on Learning
7. Inclusiveness of Learning
8. Governance and Leadership for Learning
9. Learning Space and Time
10. Learning Community

Pedagogy and Practice

Antiquated

What to cut?

Classical

What to keep?

Contemporary

What to create?

— Excerpt from Bold Moves (2017)