

ACCS CONVENTION

10 – 12 MARCH, 2010

**TEACHING AND LEARNING IN THE
'SMART' SCHOOL**

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***All of life is education and everybody is a
teacher and everybody is forever a pupil
Abraham Maslow***

Thursday 11th March, 2010, Westport

I want to thank Ciaran Flynn for the invitation to speak at this Convention on the overall theme of ‘the Smart School’. My focus for the next 40 minutes or so will be on the area of teaching and learning.

Among the matters I will address include:

1. Learning about learning
2. Some messages from inspection reports from post-primary schools in recent years
3. International messages – Lessons Learned: how good policies produce better schools
4. School improvement through external inspection and school self-evaluation
5. Curriculum – reform of Junior Cycle and important key skills needed at Senior Cycle
6. Leadership – the importance of an exceptional leader in a smart school
7. Leadership Coaching – how it can help in many ways
8. Conclusion

1. LEARNING ABOUT LEARNING

It is time for the agenda of educational reform to focus on learning as the fundamental purpose of our schools. Smart schools need to rethink what learning is about and what learning will be relevant, and required, for future generations in this rapidly changing world.

There is a growing demand and expectation from societies that schooling will equip future generations to survive in an unpredictable changing country and world.

But the purpose of education should be preparing students for life and not just preparing them to make a living. This requires the smart (or good) school to look at the development of the whole person.

Louise Stoll, Dean Fink and Lorna Earl, in their book – “It’s all about learning (and it’s about time)” refer to four fundamental types of learning:

- (1) Learning to know;
- (2) Learning to do;
- (3) Learning to live together; and
- (4) Learning to be (i.e. autonomous, creative, responsible, sensitive and a problem solver)

Traditionally, formal education has concentrated mainly on the first two. Global changes now demand the latter two be addressed also.

How children feel about themselves has a direct bearing on how they learn. Principal and teacher support for learning, and good relationships with students, are associated with greater student engagement at school. Having high expectations for students influences their academic performance.

Teachers are at the heart of school improvement and with all the changes in the world and new understandings about learning, it is vital that they continue to keep learning.

The role that teachers will play going forward, will be more

- as facilitators of learning rather than as purveyors of knowledge;
- as members of professional teams in schools rather than as independent practitioners in individual classrooms; and
- as critical self-evaluators striving to improve learning outcomes for all learners all of the time.

Teacher education, at pre-service, induction and in-service stages will also have to adapt considerably to equip teachers for these new challenges.

2. SOME MESSAGES FROM INSPECTION REPORTS IN POST-PRIMARY SCHOOLS IN RECENT YEARS

Generally, standards of teaching were satisfactory and inspectors observed very good teaching in some schools. In most schools evaluated, the teaching and learning resources and facilities were good and subject departments were well resourced.

Inspectors commented on the respectful rapport between teachers and students and cited good management of classroom activities as a key factor in this success.

The range of teaching and learning strategies used by teachers was good in most classrooms.

However, given the variety of students' learning styles and preferences, there was insufficient variation of teaching methods to ensure the engagement of all learners in many classrooms. The inspection reports indicated that many

students were passive during lessons. In some classrooms, teachers used whole-class teaching that paid little attention to students' individual learning needs.

Frequently in WSE reports, the inspectors recommended that greater emphasis should be placed on meeting students' individual learning needs through differentiated teaching methods. At a subject level in particular, students were not always allocated tasks matched to their ability. At times, the tasks assigned to them were unchallenging and did not facilitate new learning.

Although most post-primary schools had a policy on homework inspectors found poor practice in several schools. There were significant variations in teachers' practice across subject areas in relation to homework, particularly in respect of the methods used in its correction and the usefulness of the feedback given to students. In many instances, there was no clear evidence that teaching strategies were being modified based on the outcomes of assessment. Guidance on assessing students' work, and particularly on using assessment for learning, is available on the NCCA web site.

The inspectors reported that care for students was of a high standard in almost all the schools evaluated, even where the systems used by schools to provide this care were often informal. In the majority of schools, there were good relationships between students and teachers and a sense of positive discipline existed.

While the outcomes of WSE and subject inspections demonstrate that many aspects of the work of schools at post-primary level are of a good standard, and that teaching and learning is progressing well in schools, we should not be complacent about the need for improvements.

Craig Barrett (former CEO Intel) has described our education as "ok but not exceptional. We need a new plan. What we did 20 years ago is not good enough for the future. We need a world class education system". We have work to do.

Inspection evidence suggests that school management and teachers need to refocus their planning work to place teaching and learning at the core of the school's mission. They must ensure that self-review and self-evaluation become cornerstones of their planning work. The Department's publication, *Looking at our School: An aid to self-evaluation in second-level schools* should be utilised to support them in doing this.

Although the external inspection of schools is a powerful stimulus for improvement, I am acutely aware that improved standards in schools will not follow automatically from external evaluation alone.

Responsibility for school improvement rests primarily with the staff and board of management of each school and with the school's trustees or patron. Higher standards depend ultimately upon the extent to which schools themselves address effectively the areas for improvement identified during an evaluation.

Of particular importance is the capacity of the Principal, deputy principal and others to provide the motivation and momentum for change, and so move the school forward in a way that offers a real possibility that the issues identified will be addressed successfully, and within an appropriate timescale.

This work requires high-quality leadership; a commitment to raising standards; and an understanding of the strategies capable of bringing about improvement.

Evidence submitted from the "school response" documents, submitted by school management in response to the individual WSE and subject reports inspection reports, and from other sources, shows that in most cases, schools have the ability, either through their own resources or with some external assistance, to address recommendations for change and improvement.

Like schools and teachers, the Inspectorate must also continue to challenge itself to improve its own work and effectiveness.

The Inspectorate in the future will have to improve the evidence base that is used to make judgements about the quality of the work of schools: in particular, I believe that the views of learners and their parents should be collected more extensively and used as part of the evidence available during an evaluation process, be it a school based self-evaluation or an external evaluation.

The Inspectorate is at present piloting the use of questionnaires for students in a revised model of WSE at post-primary level.

- A new model of WSE called Whole School Evaluation- Management, Leadership and Learning (WSE-MLL) is in development.
- WSE-MLL has been trialled in four schools during 2009 and is being trialled in a further 8 schools by Easter 2010.

- All 2nd year and 5th year students (and their parents) are asked to complete a questionnaire on their views of the school.
- The areas of enquiry covered by these questionnaires include:
 - general aspects of the school
 - the procedures and structures in place
 - teaching and learning in the school, and
 - communication between the school and home

3. LESSONS LEARNED – HOW GOOD POLICIES PRODUCE BETTER SCHOOLS

In 2009, Fenton Whelan published this book.

Michael Fullan and Michael Barber describe *Lessons Learned* as a ‘stunningly straightforward and incisive treatment of system reform in education. Fenton Whelan has examined education reforms in the Middle East, Africa, Singapore, Canada, China, Hong Kong, Finland, the US, and a host of other OECD countries.

The main challenge for any school system, he says, is to provide every child with one million minutes of quality instruction (age 4 – 18 – one million minutes at school).

Effective schools and school systems are only effective to the extent that they create the conditions under which effective classroom teaching occurs.

The research on performance in schools consistently shows that differences in the quality of learning between classrooms are extremely large, and that those differences explain much of the overall variation in student outcomes.

The research leads us to two key issues.

(1) ENSURE THAT EVERY SCHOOL HAS EFFECTIVE LEADERSHIP

How well teachers teach and how well students learn, depends greatly on the quality of the schools they teach and learn in. Excellent school leaders create schools in which teachers and students, who might struggle elsewhere, can perform to a high standard. They set high expectation, create an environment in which students and teachers are supported to achieve them, and carefully manage teaching, learning, and improvement.

Their effect is substantial: student achievement in a school almost never exceeds the quality of its leadership and management, and improvements in performance almost never occur in the absence of good leadership.

Ensuring that every school has excellent leadership means doing four things:

- creating the right programmes to develop school leaders;
- attracting and selecting the right people for leadership positions;
- empowering leaders and protecting their time, and
- intervening quickly to tackle ineffective school leadership.

(2) SET HIGH STANDARDS AND MEASURE WHETHER THEY ARE ACHIEVED

Setting high expectations for performance and measuring whether or not they are achieved can help to drive improvements in teaching and learning.

Assessments and school reviews can raise expectations, provide information to help improvement, and form the basis for a range of other policies to improve the performance of schools. However they can also be damaging and controversial when focused too narrowly or implemented badly.

The best school systems combine high standards and accountability with strong support for improvement and determined professionalism to achieve consistently high performance.

4. SCHOOL IMPROVEMENT THROUGH EXTERNAL INSPECTION AND SCHOOL SELF-EVALUATION

Our external inspection has moved from a policing type model of external inspection to promoting internal control and development within schools.

SO WHAT SHOULD HAPPEN AFTER AN INSPECTION?

- Full circulation of the report
- Read and examine the strengths and areas for development
- Review the school's planning and self-evaluation
 - What should our priorities now be?
 - Does the self-review and planning process need to be improved?

- What actions will we take now?
 - Action plan
 - Identify where assistance is needed
- Implementation, monitoring and review to ensure real improvement happens

MAKING SELF-EVALUATION A REALITY IN THE SCHOOL SYSTEM

What do we mean by school self-evaluation?

Well, first of all for Principals and individual teachers, I believe that it involves them in

- analysing the school's learning outcomes including examination and test results;
- examining the uptake of subjects and levels at which they are taken;
- looking at the success or otherwise of student retention;
- peer observation by teachers, principals and other curriculum leaders;
- the use of questionnaires to parents and students.

It is very important that the student voice becomes an integral part of a school self-evaluation process.

We want schools to reach a point when they ask themselves constantly: *How good is our learning?* This is a vital next step in our promotion of quality learning. That is why the Evaluation Support and Research Unit of the Inspectorate is now developing support materials to assist schools in implementing robust self-evaluation.

WHAT CAN SCHOOL SELF-EVALUATION DO?

School self-evaluation is a process that should enable the principal, teachers and school community to ...

- focus on teaching and learning strategies and on student learning outcomes;
- evaluate how well their school provides for its students;
- make a difference to the experience of every student by enriching teaching and improving learning outcomes;
- reflect on whole-school and classroom practice;

- examine areas where outcomes could have been better and identify areas for further development;
- assist staff in sharing ideas and good practice;
- provide opportunities for teachers to monitor their own teaching and identify their professional needs;
- provide a means of school accountability.

HOW COULD SELF-EVALUATION BRING ABOUT THIS BETTER FOCUS?

- ***By asking questions about outcomes.***

(examples)

- What are the learning outcomes for different groups of students?
- Are we good at retaining students? At promoting student attendance?
- Are we stretching students' achievements as much as possible?
Getting as many as possible to take higher levels?
- How good is the management of this school in terms of the leadership it provides for school improvement?

- ***By basing judgements on solid evidence.***

(examples)

- Detailed questionnaire evidence from students and from parents, board members, etc.
- Analysis of examination results and comparisons with national data: for all students; for different groups (e.g. higher/lower achieving groups)
- Analysing uptake of higher levels in subjects / subject in senior cycle

- ***By facilitating and encouraging peer learning and peer review.***

(examples)

- Encouraging teachers to share good practice
- Facilitating teachers in observing each other teach and providing developmental feedback

- Creating a culture where teachers are constantly asking “*How can I do this better?*”
- By having principals and others engage in reviewing teaching and learning in classrooms

- ***By setting clear targets for change and improvement.***

(examples)

- Identifying areas for improvement, planning how change can be brought about
 - e.g. improving achievement levels in specific subjects or for specific groups of students
- Helping to identify staff learning needs and addressing them
- Setting clear short-term and longer-term goals for improvement that can be measured
- Providing a way in which progress can be monitored, acknowledged and celebrated

The critical role of the school’s leadership, in bringing the practice of self-evaluation to fruition, cannot be underestimated. Inspectorate reports indicate that schools are actively engaged in whole-school collaborative planning but that there is still insufficient focus on teaching and learning. I believe that more needs to be done to develop a strong culture of self-review which focuses on teaching and learning and raising students’ achievements.

5. CURRICULUM - REFORM OF JUNIOR CYCLE EDUCATION

Every child, who attends our primary and post-primary schools, has the right to expect that their abilities will be developed and that they will achieve their full potential in a variety of dimensions of learning – physical, social, cognitive, emotional, imaginative, aesthetic and creative.

An important function of the NCCA is to continually review and reflect on the impact of education provision on learning outcomes for students. In recent years, the Council has commissioned a wide range of research that has

provided perceptive insights into the impact of curricula and programmes on the quality of students' educational experience.

As the Minister Batt O'Keeffe said recently "the overall picture emerging from NCCA studies and research is positive, but there are tones of light and shade within that overall picture which we cannot ignore"

Research undertaken by the ESRI, on behalf of the NCCA, on the experience of students in junior cycle provides a comprehensive account of the range of experiences of students in their first three years in post-primary education.

A striking theme that emerges from the study is one of curriculum discontinuity: students in first year spoke of the challenge of new subjects and the frustration of repeating much of what they had already learnt in primary schools in other subjects. Indeed, standardised test scores in English and Mathematics suggested that the majority of students made little or no progress in first year in those subjects.

The study found that second year students divided into groups of students that tended to be either highly engaged in their learning or disengaged and disinterested. In many instances, their level of engagement tended to be associated with gender, social background and the ability groupings into which students were streamed. Those in the lower ability groups were more likely to express negative attitudes to school and to the teaching they experienced. They were dissatisfied with the pace of instruction and with a lack of involvement in deciding whether they studied subjects at ordinary or higher levels.

For third year students, their experience is dominated by an examination that is of diminishing importance, is overly dominated by written terminal assessment and has a significant negative backwash on what is taught and on how students learn.

The study leads to the inevitable conclusion that the current Junior Cycle curriculum and assessment are in need of reconfiguration to reflect the fundamental principles of education and to take account of current best practice internationally.

The Minister said that he believes that the current focus on summative assessment in the Junior Cycle is outmoded. The Junior Certificate examination unnecessarily replicates the high-stakes examination of the

Leaving Certificate, with all its attendant stresses, and is no longer the final examination for most students.

At present, almost half the junior cycle cohort of students take more than 10 subjects for the Junior Certificate examination; indeed some students take 13 and 14 subjects. One has to ask if taking such a wide range of subjects is at the expense of deep learning in key areas of learning, such as language, literacy and mathematics.

One has to question the value of learning such a large number of discrete subjects and to ask whether the same learning objectives and key skills could be achieved through a more integrated curriculum, involving fewer discrete subjects.

Really the Junior Cycle should aim to build seamlessly on what children have learned at primary school and to provide a range of opportunities to develop all the domains of student's learning.

It should extend and deepen students' skill and competencies in a broad and balanced curriculum that includes a range of subjects with a practical orientation that engage students and enable less academically inclined students to experience success.

In addition, the Junior Cycle programme should encompass programmes to develop the key skills in communication, ICT, literacy and numeracy and learning to learn. It should enable students to make positive choices about relationships and substance use, and provide the foundations for participative citizenship and ethical decision making. It should promote enjoyment of learning, and the motivation, competence and confidence for lifelong learning.

The Minister has asked the NCCA to look at how the current junior cycle programme is structured and assessed. He indicated to them that he would like the Council to consider:

- what the aims of junior cycle should be;
- what are the key skills that students should be enabled to develop;
- how these skills can be best addressed in the context of the junior cycle syllabus.

He wants the NCCA to look at the key issues of transition and continuity in students learning from primary to post-primary education and from junior cycle to senior cycle. In doing so, the needs of the increasing numbers of

students with special education needs, now progressing through the mainstream system, should also be examined.

He has also requested the Council to consider carefully whether the current arrangement for assessment at the end of junior cycle are fit for purpose, where over 23,000 of students take written tests in eleven subjects, or more and to consider whether streaming students, into different levels in almost all subjects at this early stage in their education, may be limiting their potential achievement. And also to advise him if the use of other forms of assessment would be more appropriate than an examination which is to all intents and purposes a mirror image of the high-stakes Leaving Certificate.

CURRICULUM – IMPORTANT KEY SKILLS AT SENIOR CYCLE

The ability to think critically and creatively, innovate and adapt to change, to work independently and in a team, and to be a reflective learner are prerequisites for life, and for the workplace, in the 21st century. That is the opening sentence in the NCCA's document – *Senior Cycle – Key Skills Framework*.

The five key skills identified by the NCCA are:

- Information processing
- Critical and Creative thinking
- Communication
- Working with others
- Being personally effective

Each of these skills has a number of elements identified (4 to 6 per skill) which when taken together can create learners at senior cycle that pursue excellence in learning. They will engage with the knowledge, skills, attitudes and values that will enable them to learn how to learn.

While some of these skills have become part of some subjects, I believe that such key skills ideally should form the overall structure within which the senior cycle is based. These skills should be central to a new assessment process at senior cycle/Leaving Certificate.

6. THE IMPORTANCE OF AN EXCEPTIONAL LEADER IN A SCHOOL

That brings me to “Leadership for Learning”. For effective school principals, their leadership journey keeps changing. Effective educational leaders are constantly open to new learning. They also need to be a strong source of active support to their teachers in their learning and development. The smart (or progressive) school has a shared vision, with shared goals and a shared sense of direction among the school community.

Successful leadership means getting ordinary people to do extraordinary things. Leaders, with good emotional understanding, usually develop their schools into learning communities that promote new ways of thinking and encourage new methods of delivery and practice. They are also involved in school self-evaluation and team learning.

Top performing systems are relentless in their focus on improving the quality of instruction in their classrooms.

Closely allied to this is the role of the Principal as *instructional leader* and this is probably the place where more very significant progress needs to be made. Without getting into detail about the role of the Principal and its many facets, enhancing the instructional leader role of the Principal is a very necessary and critical element in ensuring improvements in classrooms. This is clear from all research.

McKinsey reports that top performing school systems develop effective school leadership programmes in order to ensure that principals are in a position to act as drivers of improvement in classroom instruction. In general it says developing effective instructional leaders in schools means doing three things:

- getting the right teachers to become Principals;
- developing their instructional leadership skills;
- focussing on each principal’s time spent on instructional leadership.

In March 2007, the OECD country background paper on school leadership in Ireland entitled *Improving School Leadership* was published. This sets out the position at present and when compared to what is happening in the top 10 countries, it appears we have some more work to do. There can be little doubt about its potential payback in the significant improvement it would bring to classrooms in smart schools.

WSES – EXAMPLES OF MORE EFFECTIVE LEADERSHIP AND MIDDLE MANAGEMENT IN POST-PRIMARY SCHOOLS

- Quality leadership, principal & deputy principal communicate effectively, cooperate fully in running effective school
- Mix of pastoral, curricular and organisational duties for middle management; clear duties; effectively implemented; regularly reviewed for good of school
- Collaborative policy making process; SDP focussed on core areas of teaching and learning
- Time for planning but not at the expense of minimum teacher contact time for students
- Boards of Management working well and seen as committed to the development of their school.

WSES – EXAMPLES OF LESS EFFECTIVE LEADERSHIP AND MIDDLE MANAGEMENT IN POST-PRIMARY SCHOOLS

- Weak leadership; poor cooperation between Principal and Deputy; poor cooperation between in-school management team
- SDP not well developed – paper and/or recent exercise rather than a continuous process for improvement
- Middle management posts not well structured to changing needs of school
- Planning and review not impacting on teaching and the quality of students' learning

Educational leaders are confronted by external and internal challenges and expectations that make considerable demands on their time, expertise, energies and emotional wellbeing.

A number of key leadership challenges have been identified. These include:

- providing a values-driven vision for the future;
- managing staff relationships;
- leading people;
- balancing personal and professional responsibilities;
- communicating effectively;
- leading continuous change;
- managing accountability and individual performance; and
- leading an ageing workforce.

“Everything rises and falls on leadership”, says Dr. John C. Maxwell, author of *The 21 Indispensable Qualities of a Leader*, “but knowing how to lead is only half the battle. Understanding leadership and actually leading are two different activities.”

Dr Maxwell says, “Part of any leader’s development comes from learning the laws of leadership, for those are the tools that teach how leadership works. But leaders are effective because of who they are on the inside. To go to the highest level of leadership, you must develop the character qualities from the inside out.”

If you look at all greater leaders, you’ll find that they possess 21 indispensable qualities.

THE 21 INDISPENSABLE QUALITIES OF A LEADER

- | | |
|-------------------------|------------------------------|
| 1. Character | 12. Passion |
| 2. Charisma | 13. Positive Attitude |
| 3. Commitment | 14. Problem Solving |
| 4. Communication | 15. Relationships |
| 5. Competence | 16. Responsibility |
| 6. Courage | 17. Security |
| 7. Discernment | 18. Self-Discipline |
| 8. Focus | 19. Servanthood |
| 9. Generosity | 20. Teachability |
| 10. Initiative | 21. Vision |
| 11. Listening | |

7. LEADERSHIP COACHING HELPS PEOPLE IN KEY ROLES, INCLUDING SCHOOL PRINCIPALS AND EDUCATIONAL LEADERS

Executive/Leadership Coaching has now been established for more than two decades. In the past decade coaching has emerged from the world of sport to become an important tool in personal and professional development at work (Dr Bob Rotella and Pdraig Harrington, example).

Coaching helps people clarify their goals, schedule their actions, and succeed more readily at work and in life. It helps people to learn and perform better by enhancing their awareness, responsibility, self confidence and self-reliance.

Two years ago I explored the concept of leadership and performance coaching in some detail, including the completion of a Diploma in Executive Coaching at the IMI. I have since acted as a Coach to some senior managers.

I just wanted to refer to Leadership Coaching briefly today, given the importance of effective leadership in our smart schools. I believe that good leaders use a compass to plan and get to a desired destination. For some great leaders, coaching is that compass.

I will leave you with a final few thoughts about it.

- Coaching is forward focused
- Coaching is coachee led
- Coaching is about improving performance (excellence)

The likely benefits of coaching at individual level include:

- Better self-awareness and self-reflection
- Increased individual performance
- Higher motivation
- Better leadership skills
- Higher quality of work/life balance
- Better management of change processes
- Improved communication and relationships

Hopefully, at another time in the future, we might get an opportunity to talk about the value of coaching in greater detail.

8. CONCLUSION

I will conclude with a few observations on good teaching.

The late Bryan McMahon, teacher and author, once described a good teacher as

- “a good person, teaching”.

He also listed the characteristics of the good teacher

- “.... dedication,
- infectious enthusiasm,
- a sense of humour that does not wound,
- a love of learning,
- versatility in approach, and
- a cultivation of a sense of wonder.”

Above all he advised that “the teacher should act in harmony with the tradition and culture of the school area.”

A landmark development, in the recent past, was the establishment of the Teaching Council in 2006. The Council has been given wide ranging responsibilities in relation to the teaching profession, including entry standards, training courses, inservice education, research and professional conduct.

The publication by the Council of the *Codes of Professional Conduct for Teachers* marked a significant milestone for the teaching profession. These codes underline the core values that underpin teaching.

It is significant that they have been developed for teachers by teachers, in consultation with the wider education community in Ireland. The challenge now is for all teachers, school principals, board members, teacher educators, inspectors and others to embrace the Codes.

They can be used by teachers as a standard against which to measure themselves and, of course, they are also the Codes by which teachers will be measured by others.

So how would any of us describe a good teacher today? For me, a good teacher is one who:

- Excites, inspires and engages the learner.
- Prepares clear and stimulating lesson presentations.
- Facilitates cooperative learning and the development of higher-order thinking skills and collaborative problem solving skills.
- Instils a love of learning and inquiry.
- Has a profound interest in each learner and their individual needs.
- Has empathy with learners and the issues that affect them.

- Is adaptable and willing to change.
- Is a committed learner himself/herself – constantly developing his/her own practice.

There is a wide recognition, in all the research, that the quality of the education system depends critically on attracting and retaining highly competent and professional teachers, who are guided, supported and encouraged by great school principals and educational leaders.

We are very fortunate that teaching is generally very well regarded as a profession and it is the first career choice of many high-achieving students.

I will conclude by reading a short quotation from a book *Mr MAC – a Blackboard Memoir*, launched late last year by Diarmaid Ferriter, Professor of Modern Irish History at UCD. The author, a recently retired post-primary teacher (History and Irish) who had Diarmaid as one of his students, says

I always placed a high importance on the sanctity of the individuals I taught; it was a privilege to dance and prance in their company and treat each as if he were a family member. The memories that remain are a priceless treasure that would sustain me on any desert island. Retired now I consider the efforts made and assistance given to pupils was no more than duty called for. Such is the way of the world, as an extended family, they flew when they fledged.

The author is Maurice McMahon, from Listowel and son of the Master, Bryan McMahon. He recently retired from St Benildus College, Upper Kilmacud Road, Dublin.

This book provides a frank and insightful treatment of what Maurice himself describes as *the inner working of the teaching process*.

ONE FINAL THOUGHT

(subject to time available)

Thank you all for listening to me.