

# The Competent Self

3rd September 2018

Ruth Shakespeare - Mentor

Last Year

# Development

- of our learners
- of ourselves

# Relationships with others

- our learners - we teach children not music
- our schools

# The Working Alliance

which is essentially  
contractual

My challenge was for us to  
become more reflective  
practitioners.

# What did we do with that challenge?

- What did we take out of last year's training? What nuggets of learning did we take with us that challenged us to change some aspect of our teaching?
- How have we used it?
- What impact has it had on our teaching?
- How have we become more reflective?

This Year

# Development

- Competence
- Incompetence

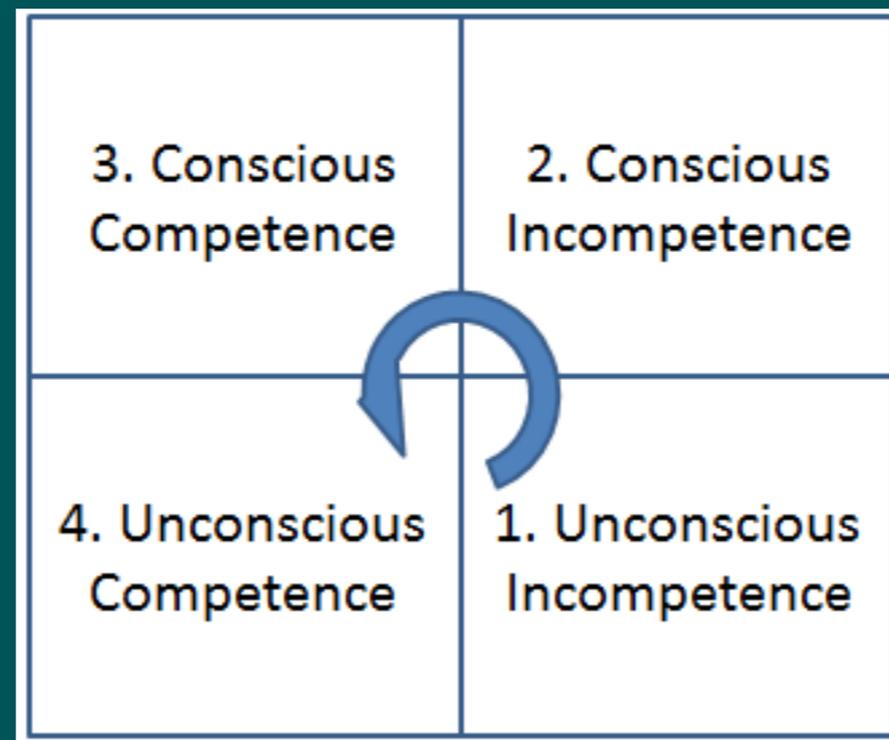
ALL of us are both  
competent and incompetent  
depending on

- our current state
- the context
- external factors

# Being a great teacher

- doesn't mean never being incompetent
- it's about knowing our competencies and recognising when we need a new strategy, or to extend knowledge, or to behave differently

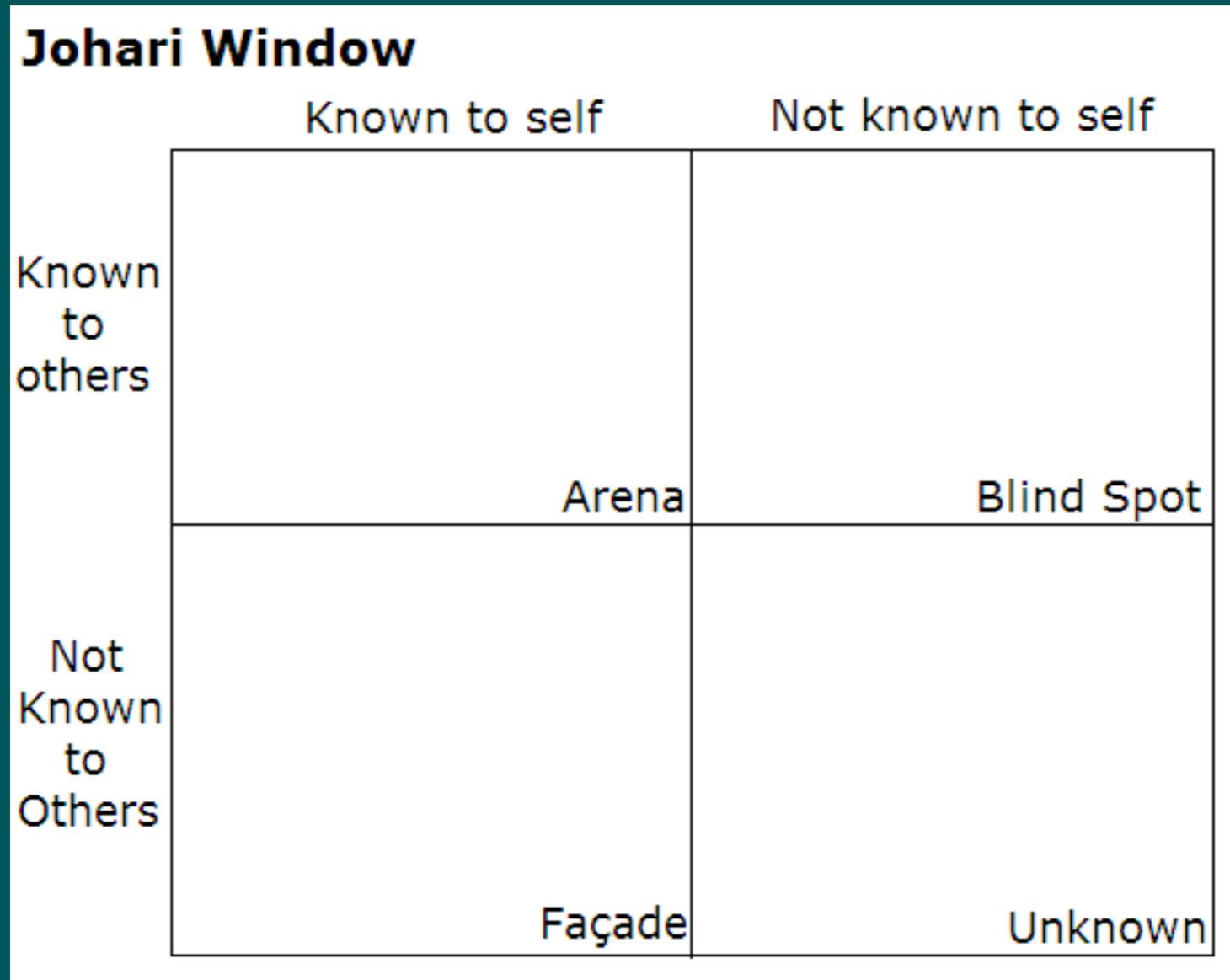
# The 4 States of Competence



Noel Burch 1970's

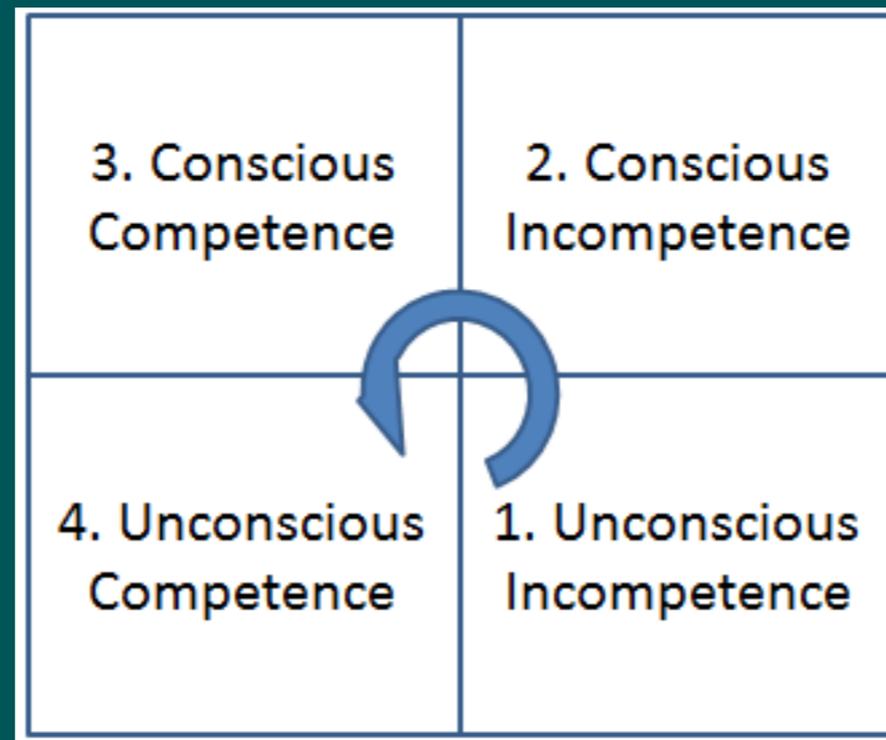
State or stage?

# Johari's Window



Joseph Luft & Harrington  
Ingham 1955

# The 4 States of Competence



Noel Burch 1970's

# State 1

## Unconscious Incompetence

- you don't know what you don't know
- other people may see your need to learn/develop
- You are asleep to learning

## State 2

### Conscious Incompetence

- Now you know you that don't know!
- Other people may know too
- You are awake to learning

# State 3

## Conscious competence

- You are learning a new skill/strategy/way of being
- A time of trying out new ideas
- Learning is always conscious (e.g. putting your left hand to the top of a recorder)
- Learning happens a step at a time and with lots of repetition
- Ask yourself "who am I doing this for?"
- Other people can see your learning
- You are still awake

# State 4

## Unconscious competence

- You have mastered the new skill/strategy/way of being
- It is now intuitive
- This is integrated into your life/work
- Other people can see your success

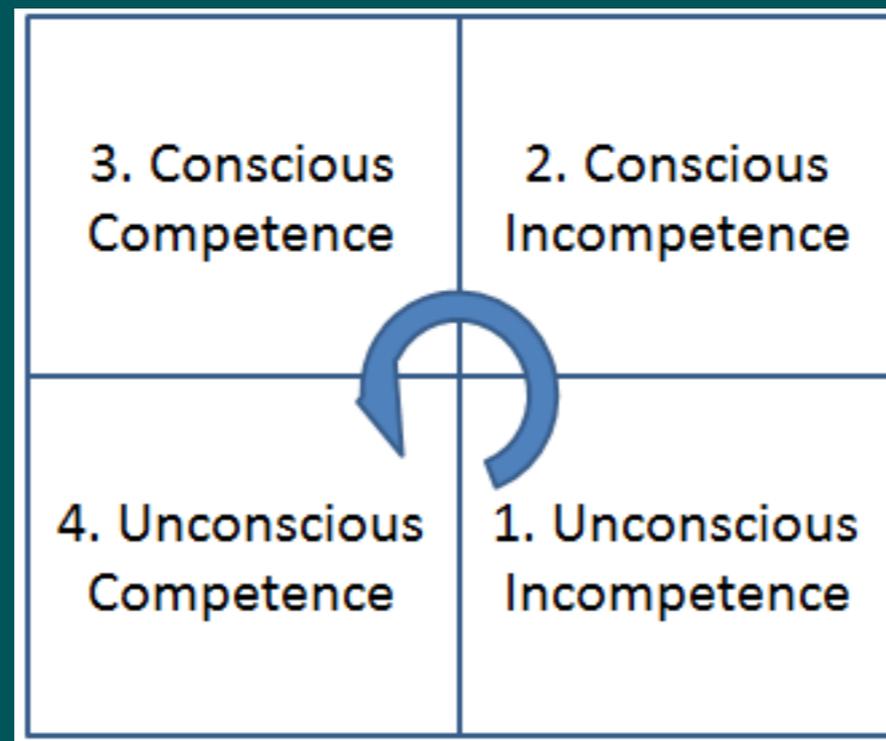
# However...

- You may have gone back to sleep again!

# And...

- The longer you have been teaching, and the more experienced you are, the more likely it is that you have become unconsciously incompetent in some areas (especially where the context of your work is changing) whilst being REALLY REALLY competent in others!

# The 4 States of Competence



Noel Burch 1970's

# Reflecting on our competences

- Work with someone you know well and who knows you well. Someone you trust, who's feedback you would value. Ideally in pairs but maybe in fours.
- Between you identify 5 things which you are really good at and which you may be able to support someone else at developing. Notice things for one another.
- Identify 5 competencies which you would like to develop for yourself. This may be something which one of you identifies that the other can do. Work out what you could learn from one another, and anything you both need from someone else.

# Over the next three days

- You may like to take a moment to check in with each other and identify new learning, and new gaps in learning (i.e. the things you become aware that you are "incompetent" in - the conscious incompetent part of the model)

# Creating a Peer Support Network

- Commit to working with someone throughout the year to enable you to reflect on your teaching
- Possibly with the person you have just been working with
- Or with someone else

# What might this look like?

- Meeting up for "peer supervision"
- Maintaining email contact to share ideas
- Observing one another in your classrooms

What might this  
look like?

- Post it!

# Our challenge to you over the year ahead:

- That you stay awake to new learning.
- That as you reflect on your teaching you are open to being incompetent.
- That you will accept feedback from others to help you know which of the 4 states you are in.
- That you share your learning with others.

# Our challenge for the next 3 days:

- That you stay awake -  
literally and in terms of  
consciousness.
- That at the end of each day  
you make a note of what you  
will stay conscious to in  
your teaching.

# For example

- I will commit to knowing every child's name
- I will make conscious the next step of learning for every child in the classroom

For further help  
and support contact

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