

Teaching with Intention: Efficient Use of Resources

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Our resources are finite. We have limited time and energy in which to accomplish a task. It therefore becomes imperative to tailor our approach in the classroom to the most efficient use of resources possible. This allows for our surplus time and energy to be redirected towards our students and their learning outcomes. The streamlined approach to resource acquisition and dissemination can therefore lead to a process of targeted learning materials and activities.

Ryōshitsu 良質 (Superior Quality)

Japanese culture dictates an environment of excellence. The term Ryōshitsu refers to an item of superior quality. We can distil the concept into our pedagogical approaches to learning and teaching. Our very essence can and should be the learner. Focussing our attention inwards to our learners ensures that we begin to place their educational outcomes at the core of our approach in the learning environment. Moreover, it ensures that we are able to better manage our time.

Minimalist Principle: Value quality over quantity.

Application: Choose a few high-impact readings, videos, or case studies rather than a long list of materials.

Result: Students are more likely to complete and engage with fewer, well-chosen resources.

What does Ryōshitsu look like in the classroom? A targeted list of resources and learning materials as opposed to endless lists of readings and other sources. Simplifying our recommended resources ensures that we select the most prescient sources of knowledge for our learners. A selection of high-impact readings, videos, and/or case studies as opposed to a long reading list will be more impactful to the learning experience.

The result? Students are more likely to engage within the class and outside during private study time as there are fewer potential signposts and tangents for them to wander off on. Inversely, facilitators are better positioned to frame their learning environments and experiences with a stronger sense of why their weekly topic or overarching unit outline are constructed in the manner they are.

Facilitators must begin to reframe their pedagogical approach as our learners become more diversified culturally and socially. A new generation of learners potentially brings a new sense and direction of how we view the contextual lens of learning. The use of Minimalism principles assists with constructively framing our approach to enhancing learning outcomes for all learners we facilitate.

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