

**TEACHER EDUCATION, TEACHER EVALUATION AND TEACHER DEVELOPMENT
IN A CONTEXT OF CHANGE
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Propositions

- **Relentless drive to improve educational quality will continue**
- **The twenty-first century learner is different**
- **The twenty-first century teacher has to be different**
- **We need new ways of approaching career-long learning**
- **That requires a sophisticated concept of leadership**
- **Intelligent accountability includes reflective professionalism**
- **School evaluation starts and ends in the classroom**
- **Twenty-first century inspection also has to be different**

Relentless Drive for

Educational

Improvement

- School education is one of the most important and contested **policy** areas for governments across the world.
- Evidence of **relative performance internationally** has become a key driver of policy.
- **Human capital** in the form of a highly educated population is seen as a key determinant of social justice and economic success.
- The **pace and character of social, economic and technological change** has profound implications for how we conceive education in the future.

- States and individuals need high levels of education for future economic, social and personal wellbeing
- Innovation is integral to educational quality - create the future not recreate the past
- Models of governance and change need to be dynamic and promote alignment



RE-EXAMINE APPROACH TO AND RELATIONSHIP BETWEEN

TEACHING / LEADERSHIP / CURRICULUM / ACCOUNTABILITY

What do we mean by 'quality'?

- Qualifications?
- Destinations?
- Basics?
- Wellbeing?
- Capacity to learn?
- Desire to learn?
- Educated Person?

Successful 21st Century

Learners

- Deep knowledge
- Strong core skills
- Can change, adapt, transfer skills
- Skills to access information, as well as retain it
- Persistent, resilient, able to manage impulse
- Have learned how to learn and want to learn
- Strong interpersonal/ intrapersonal skills
- Responsible, global citizens
- Secure in their values

Lessons from High-Performing Systems

- **Clarity** of purpose – values and curriculum
- High **expectations** of achievement
- Enabling **all** young people to achieve their potential
- Emphasis on **early learning**
- **High quality teachers**
- Culture of **professional learning**
- **High quality leadership** at all levels
- Outward looking – open to but not beguiled by **innovation**
- **Intelligent accountability**
- **Reflective** and self-evaluative

Fall and Rise of Teacher Agency?

- Early focus on expansion of provision – more = better/strong teacher agency
- 1957 Sputnik - Alphabet soup curriculum reform
- Standards movement - measurement mania
- School effectiveness
- Curriculum specification
- Professional conspiracies – competition & inspection
- Teachers Matter - “It’s the teacher, stupid”
- ??????????

It's the teachers stupid!

- **Overall, the research results indicate that raising teacher quality is vital for improving student achievement, and is perhaps the policy direction most likely to lead to substantial gains in school performance**
- **Students of the most effective teachers have learning gains four times greater than the learning gains of the least effective teachers (Sanders and Rivers 1996)**

- **Moving from being taught by an average teacher to one of high quality leads to an improvement which is roughly equivalent to the effect on learning of reducing class size by 10 students (Rivkin et al 2001)**
- **Differences among teachers explain up to 23% of the variation in student test score performance that is potentially open to policy influence (Rockoff 2004)**

Teachers Matter but...

“For commitment to flourish and for teachers to be resilient and effective, they need a strong and enduring sense of efficacy...They need to work in schools in which leadership is supportive, clear, strong and passionately committed to maintaining the quality of their commitment.”

Day et al 'Teachers Matter' OUP 2007 quoted in
Hargreaves & Fullan 'Professional Capital' Routledge
2012

Teachers and change

85 percent are resistant to change what works for them; ten percent are willing to change to be more efficient; and five percent are willing to try new innovations. Hence the moves to use accountability, government pressure, compulsion and the stick rarely change the conceptions or lens of teachers.

Hattie 'Visible Learning ' 2009 Routledge

And much teacher knowledge is

- Tacit
- Intuitive
- Situation bound
- Chance

**Wikman (Teacher Education Policy in Europe
2010)**

We need teachers who -

- have **high-levels of expertise** – subject, pedagogy and theory
- have **secure values** – personal and professional accountability for the wellbeing of all young people
- **take prime responsibility** for their own development
- see **professional learning as an integral part of educational change**
- engage in **well-planned and well-researched** innovation
- are **outward-looking** and seek **partnerships**

AND


See themselves as having these values and capacities

AND


Are seen by others to have these values and capacities

Policy implications

- **Select and develop** high quality people for teaching
- Promote a **continuum** of teacher learning -
framework of standards/intellectual
integrity/relevant/collegiate/research aware
- **Aligned** accountability and improvement
- **Subsidiarity**
- **Distributed leadership**



If “the quality of education cannot exceed the quality of its teachers” then the prime task for leadership is to build the capacity of and maximise the impact of those teachers, individually and collectively.



Leadership

- **Distributed – attitude not roles/not followership**
- **Clear moral purpose/vision – social justice**
- **Relentless pursuit of high quality**
- **Respect for evidence**
- **Continuous learning – lead learner**
- **Communication/empathy**
- **Outward looking**
- **Capacity building**

School evaluation should examine

- Quality of teaching and its impact on learning of all young people
- Learning context
- Nature of the teaching force
- Arrangements for and effectiveness of professional growth
- Role of leadership in teacher quality and development
- Collegiate culture of professional growth and respect for evidence
- Alignment with wider educational and professional policy
- How far self evaluation focuses on the impact of teaching on learning

Big Messages

- Build on the past but do not be imprisoned by tradition
- Gearing - traction where it matters
- If it's not happening in the classroom, it's not happening (Elmore) – teaching capacity
- Culture - aspiration, reflection and impact
- More professional engagement in educational change
- Leadership focus on people
- Inspection must reinforce what matters