Teacher Education and the Improvement Trap

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Defeating destiny – deprivation/expectation/aspiration

Establishing a broader, more secure and enduring base of education before qualifications

Developing confidence and competence – particularly in basic literacy, numeracy and digital competence

Creating space for engaging teaching and learning

Sustaining high quality and relevant education

Building the capacity of the teaching profession

3 views of the future.

Important to note is that, if children find their education enjoyable and interesting, well and good, but that is very much a secondary consideration. The primary consideration is that of helping them to become the kind of adults that sane people would want to be, whether, as children, they enjoy the learning process or not.

…logic dictates that every single change in education that has taken place since 1960 should be reversed.

How to kickstart an education transformation

What might an education transformation look like when it's done? (Of course, it's never 'done'!) A school where technology is ubiquitous, classrooms have become wide open spaces, data is helping identify struggling students, progress is measured by grit and resilience as much as English and maths, and Artificial Intelligence diagnoses when a learner is bored, or frustrated, or confused before performing, with the help of an outstanding teacher, a [well-designed intervention](#)
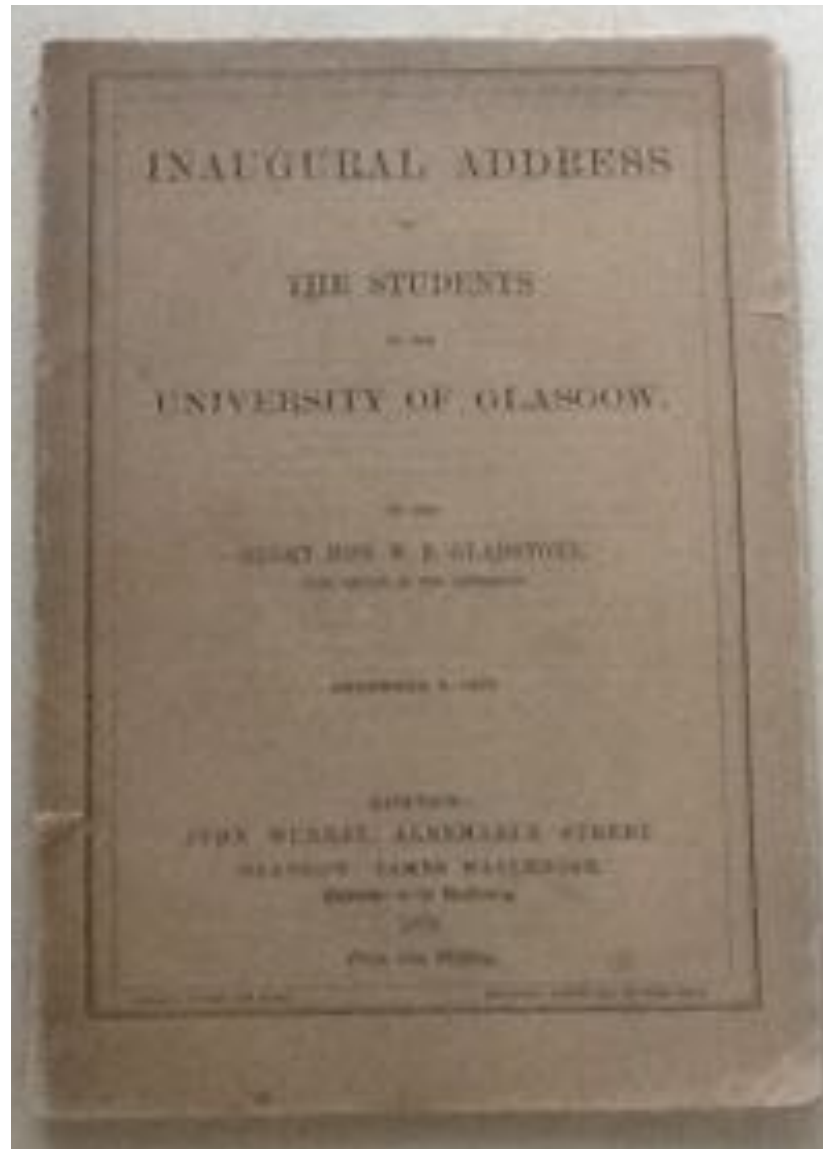
"…the wants of this age are indeed very special and very urgent. It is a time of **rapid progress**; and rapid progress is in itself good. But, when the **velocity is great**, then, as in the physical so in the moral world, the conditions of **equilibrium** are more severe, and **the consequences of losing it are more disastrous**."

INAUGURAL ADDRESS

THE STUDENTS

UNIVERSITY OF GLASGOW.

'The Velocity is Great'

Resources
- Scarcity
- Efficiency
- Accountability

Society
- Inequality increasing
- Demography
- Life expectancy
- Single households
- Civic participation
- Changing family structures

Technological developments
Nature/pace/lag/digital divide

Globalisation
- Interdependence
- Competition
- Offshoring
- Reshoring
- Migration
- Scarcity
- Climate

Employment
- Skill demand changing
- Portability
- Employability
- Digital competence
- Fluid job market
- Lifelong learning

Education
- New and growing expectations
- Equity and excellence
- Instrumental pressure? Education is for work?
- Education for democratic participation / citizenship?
- Uncertainty and lifelong learning
- New conceptions of knowledge?
- Creativity, teamworking, problem-solving?
- Deprivation and educational achievement?
- Better learning or different learning?
- Anywhere, anytime learning? Hand-held connectivity?
- Social networking
- Internationalisation – PISA/PIRLS/TIMMS

"**Many of today's schools are not teaching the deep knowledge that underlies innovative activity.**"

"**...if the economy is no longer an industrial-age factory economy, then our schools are designed for a quickly vanishing world**"

"**The standard model of schooling emerged during the industrial age and it has been effective at generating the kinds of graduates needed by the industrial economy...Existing schools should redesign themselves...to develop new models of learning for the future.**"

Sawyer '*Learning to Learn Learning to Innovate*' OECD (2008)

Importance of

➢ **strong basic skills**

➢ **deeper conceptual understanding**

➢ **connected and coherent knowledge**

➢ **authentic knowledge in context**

➢ **creativity and problem solving**

➢ **learning in collaboration and to collaborate**

➢ **ethics and values**

➢ **personal agency**

Move from what students should be learning towards what they should become?
(Priestley and Biesta 2014)

INTERNATIONAL CURRICULUM RESPONSES

University of Glasgow

SCOTLAND (2004)
Successful learners
Confident individuals
Effective contributors
Responsible citizens

AUSTRALIA
Successful learners
Confident and creative individuals
Active and informed citizens

SINGAPORE
Confident person;
Self-directed learner;
Active contributor;
Concerned citizen.

WALES (2015)
Ambitious, capable learners ready to learn throughout their lives
Enterprising, creative individuals ready to play a full part in life and work
Healthy, confident individuals ready to live fulfilling lives as valued members of society
Ethical, informed citizens ready to be citizens of Wales and the world

ALBERTA
Engaged thinkers and ethical citizens with an entrepreneurial spirit;
Strive for engagement and personal excellence in their learning journey;
Employ literacy and numeracy to construct and communicate meaning; and
Discover, develop and apply competencies across subject and discipline areas for learning, work

FINLAND
Knowledge and skills for life and for further study
Support each pupil's linguistic and cultural identity – passing on the culture but also create new culture
A tool for developing educational capital and enhancing equality and a sense of community

NORTHERN IRELAND
Empower young people to achieve their potential and to make informed and responsible decisions throughout their lives;
Develop the young person as an individual, as a contributor to society, the economy and the environment

France
Le "socle commun de connaissances et de compétences" présente ce que tout élève doit savoir et maîtriser à la fin de la scolarité obligatoire. Il rassemble l'ensemble des connaissances, compétences, valeurs et attitudes nécessaires pour réussir sa scolarité, sa vie d'individu et de futur citoyen.

THEMES

- **Balance between development of basic skills, subject knowledge and broader preparation for future life**

- **Broader purposes usually relate to lifelong learning, citizenship, creativity/entrepreneurship, personal efficacy**

- **Pervasive tension between purposes and the curriculum as experienced by students**

Curriculum for Excellence

Commission for Developing Scotland's Young Workforce Final Report

Teaching Scotland's Future

National Improvement Framework

How Good is our School

Purposes of the curriculum:
Scotland's four 'capacities'

University of Glasgow
VIA VERITAS VITA

successful learners

with
› enthusiasm and motivation for learning
› determination to reach high standards of achievement
› openness to new thinking and ideas

and able to
› use literacy, communication and numeracy skills
› use technology for learning
› think creatively and independently
› learn independently and as part of a group
› make reasoned evaluations
› link and apply different kinds of learning in new situations

confident individuals

with
› self respect
› a sense of physical, mental and emotional wellbeing
› secure values and beliefs
› ambition

and able to
› relate to others and manage themselves
› pursue a healthy and active lifestyle
› be self aware
› develop and communicate their own beliefs and view of the world
› live as independently as they can
› assess risk and take informed decisions
› achieve success in different areas of activity

To enable all young people to become

responsible citizens

with
› respect for others
› commitment to participate responsibly in political, economic, social and cultural life

and able to
› develop knowledge and understanding of the world and Scotland's place in it
› understand different beliefs and cultures
› make informed choices and decisions
› evaluate environmental, scientific and technological issues
› develop informed, ethical views of complex issues

effective contributors

with
› an enterprising attitude
› resilience
› self-reliance

and able to
› communicate in different ways and in different settings
› work in partnership and in teams
› take the initiative and lead
› apply critical thinking in new contexts
› create and develop
› solve problems

'...there is strong evidence from a variety of sources that two decades of reform have not led to anticipated levels of educational improvement, and certainly not commensurate with levels of investment in education, but have led to widespread teacher and headteacher dissatisfaction'
Hoyle and Wallace Educational Leadership: Ambiguity, Professionals and Managerialism 2005, pp. 4-5

The impact of policies has been, at best, mixed. Neither general nor targeted interventions have, thus far, demonstrated substantial sustained improvements that can be spread widely.
Kerr & West BERA 2010 Insight 2

"We have in education a long history of innovation but it rarely touches but a chosen few."
Hattie, Visible Learning (2009) p254

"Cultures do not change by mandate…the process of cultural change depends fundamentally on modeling the new values and behavior that you expect to displace the existing ones.'

Elmore, R (2004) *School Reform from the Inside Out* Harvard University Press

Package and push?

Direct and demand?

Manage and measure?

Promise and punish?

Reassert and restructure?

Hearts and heads?

Network and nourish?

Address tension between immediate impact and long-term, sustainable growth
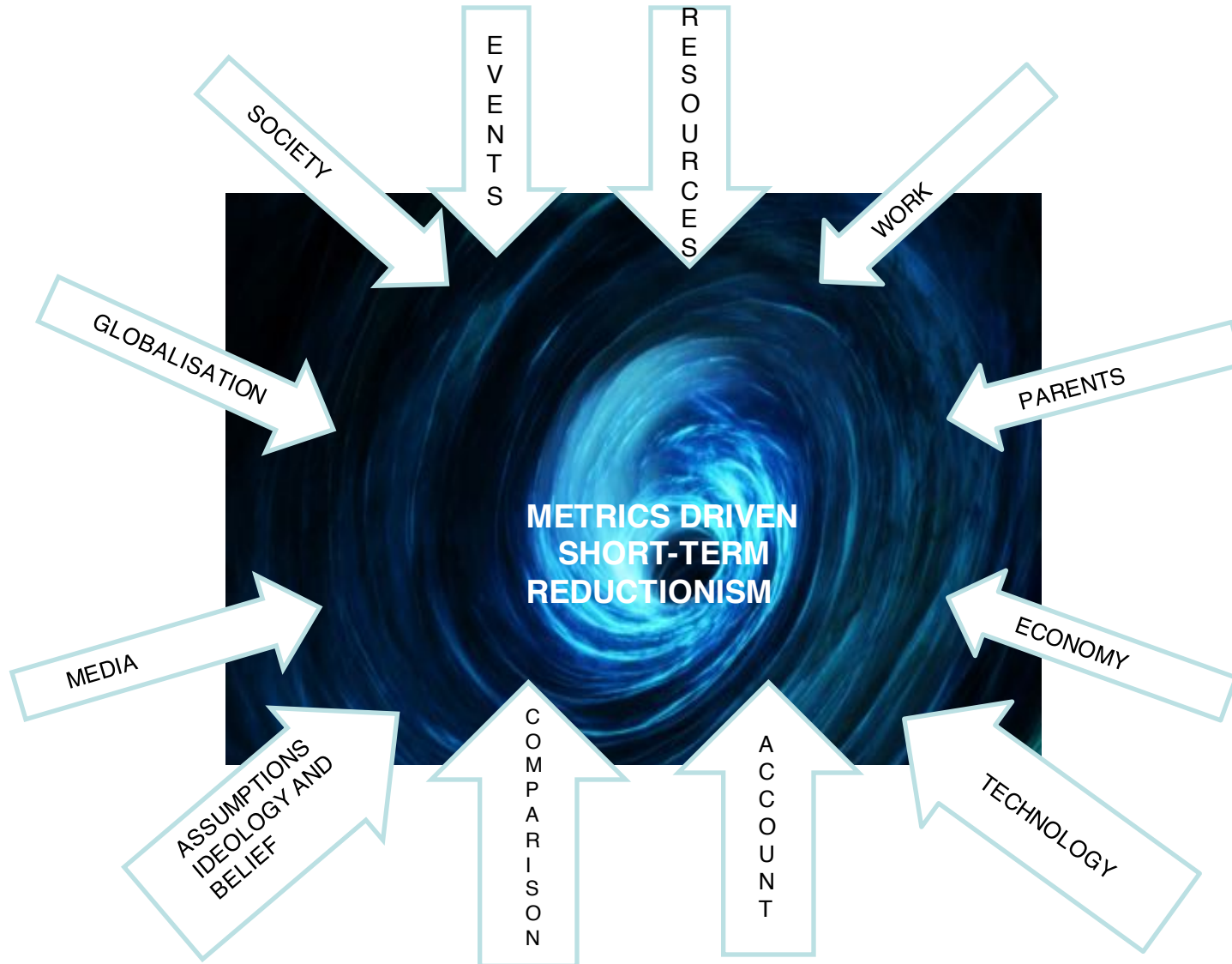
THE DIMINISHED CURRICULUM

SOCIETY

EVENTS

RESOURCES

WORK

GLOBALISATION

PARENTS

MEDIA

METRICS DRIVEN SHORT-TERM REDUCTIONISM

ECONOMY

ASSUMPTIONS IDEOLOGY AND BELIEF

COMPARISON

ACCOUNT

TECHNOLOGY

EXTERNAL PRESSURE AND SUPPORT ARE NOT ENOUGH.

BROAD AND SUSTAINED SUCCESS REQUIRES

INTRINSIC MOTIVATION

A CONFIDENT AND DEMANDING PROFESSIONAL CULTURE
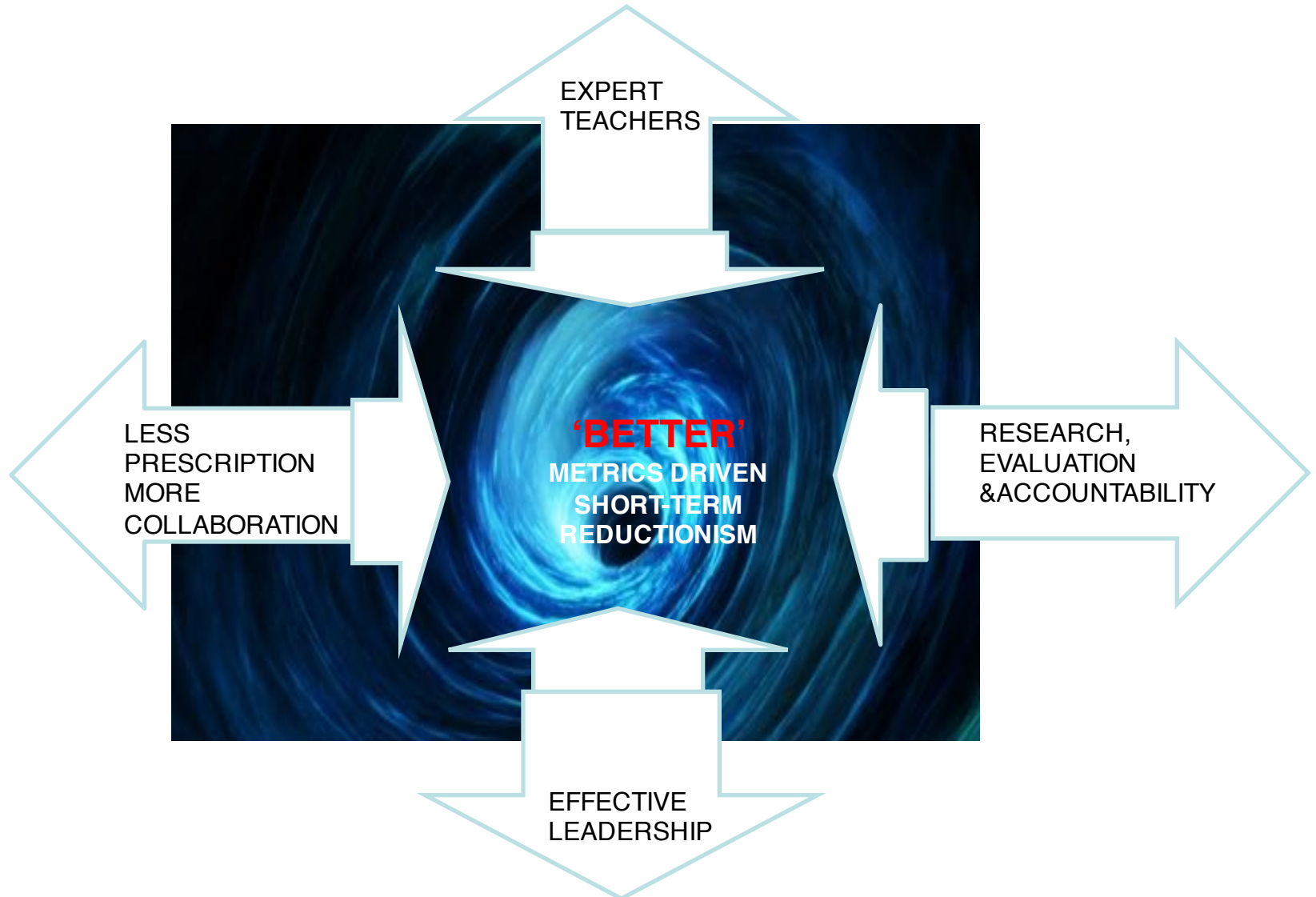
SCOPE TO TAKE KEY DECISIONS

OPEN RELATIONSHIPS

INSPIRED AND INSPIRING LEADERSHIP

THE IMPROVEMENT TRAP

EXPERT
TEACHERS

LESS
PRESCRIPTION
MORE
COLLABORATION

'BETTER'
METRICS DRIVEN
SHORT-TERM
REDUCTIONISM

RESEARCH,
EVALUATION
&ACCOUNTABILITY

EFFECTIVE
LEADERSHIP

ESCAPING THE VORTEX SYSTEM DRIVERS

AMBITION

AMBITION

AMBITION

AMBITION

AMBITION

AMBITION

AMBITION

AMBITION

CONFIDENT CAPABLE EMPOWERED TEACHERS

AGENCY, SUBSIDIARITY & COLLEGIALITY

FORMATIVE RESEARCH & EVALUATION CONSTRUCTIVE ACCOUNTABILITY

ASPIRATIONAL LEADERSHIP
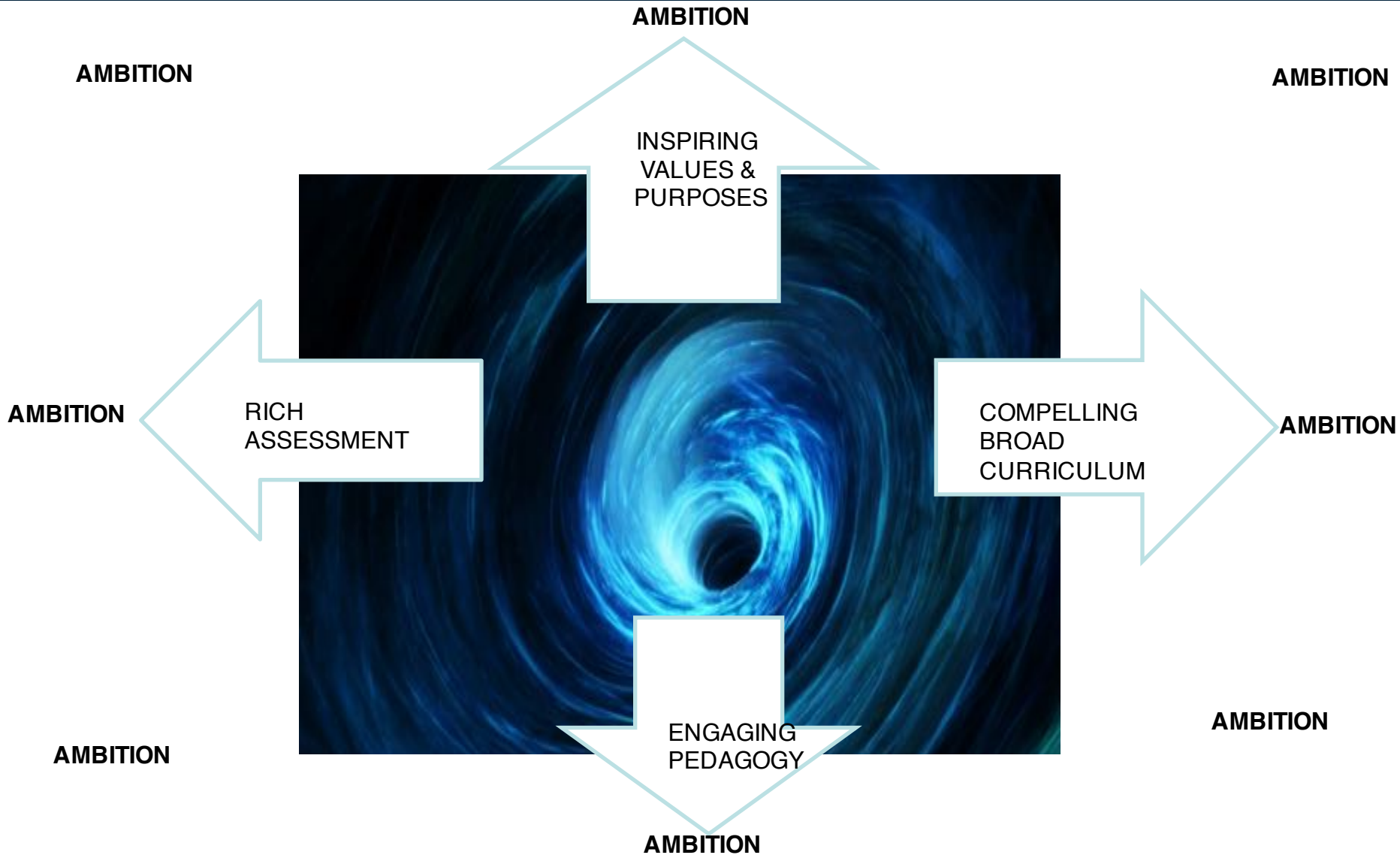
have **high-levels of expertise –** subject, pedagogy and theory

have **secure values –** personal and professional accountability for the wellbeing of all young people

take prime responsibility for their own development and sustain that development

use and contribute to the collective understanding of successful teaching and learning

see **professional learning as an integral part of educational change**

engage in **well-planned and well-researched** innovation.

- **Select and develop** high quality people
- High quality **early phase**
- A **continuum** of teacher learning - framework of standards
- **Relevant, collegiate and challenging** professional development
- **Research** aware and active – beware intuition and war stories

Key findings: progress

The teaching profession has risen to the challenge set out in TSF. The evaluation found evidence of **real progress** in many areas of teacher education and, above all, there has been a **significant shift in the culture of professional learning**. This shift in culture was demonstrated in four key areas of improvement:

- **teachers are more engaged with professional learning**. Several inter-related aspects to this increased engagement were identified: heightened awareness of the **importance** of professional learning; a move away from a conception of professional learning as 'going on a course' and a **broader understanding of the range of professional learning activities**; increased **ownership by individual teachers'** of their Career Long Professional Learning (CLPL); and an increased focus on learning relevant to a teacher's own **particular development needs**.

- there is a greater focus on the **impact of professional learning on pupils**. Decisions about what professional learning to undertake are now more likely to involve a consideration of the needs of the individual pupils that a teacher is working with.

- there is a consensus that teachers are engaging in **professional dialogue** more often and that there has been a **cultural shift towards more openness, sharing of experience and willingness to talk about pedagogy**.

- there is a **greater willingness to try new approaches**. One important marker of the change in culture is that a sizeable minority of teachers (41%) say that they try new teaching practices and strategies more often than they did five years ago (40% say they try them the same amount and 18% say they try them less often).

Evaluation of the Impact of Teaching Scotland's Future (2016)
Carolyn Black, Louise Bowen, Lorraine Murray and Sanah Saeed Zubairi Ipsos MORI Scotland

Key findings: remaining challenges

Nonetheless, there was widespread acknowledgement – across the teaching profession and among LA and national stakeholders – that there is a **considerable way to go before the vision set out in TSF is fully realised.** As one participant put it 'the profession is on the path, but not there yet'.

The evaluation has identified the following areas where further improvement is required – or where progress would help facilitate improvements:

📹 **At the Initial Teacher Education and early career stage,** the development of teachers would be enhanced by: further clarification and agreement of the respective **roles** of the school and the university in relation to joint assessment; improved **communication** between the university and the school on aspects of student placements; and the provision of **additional support for probationers** to further develop key pedagogical skills.

📹 **CLPL for class teachers** could be improved by: increasing their **awareness and involvement in LA/university partnerships**; raising awareness of different options for Scottish Credit and Qualifications Framework **level 11 learning**; better **Professional Review and Development support for supply teachers**; developing a shared understand of **coaching and mentoring**; increasing coaching and mentoring skills; and by encouraging teachers to reflect more on experiences of leading initiatives and more actively using the experiences to develop **leadership skills**.

📹 **CLPL for all teachers** could be enhanced by better signposting to **high quality resources** and by the development of more **professional networks.** With so much creativity happening at a school level, networks could help **share good practice** more effectively and they would be particularly beneficial for those with relatively specialist expertise, interests or needs.

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Some of these improvements will be easier to achieve than others and most will require the teaching profession, universities providing teacher education, LAs and national bodies to continue to work together. However, the significant progress that has already been made and the teaching profession's engagement with professional learning provides a strong base. With the continued commitment and support of all stakeholders, the next five years should see the teaching profession move further along the path and 'strengthen further its vital role in building Scotland's future.

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EXPLORATION or IMPLEMENTATION?

'Too many of the developers take the McDonald's approach: the significant thinking and planning are done at corporate headquarters and the franchise holders are expected to adhere to corporate policies and regulations…Developers have both <u>idealized and simplistic notions of educational leadership</u>'

FAITHFUL IMPLEMENTATION

'Why should any effort at innovation be expected to be other than a first approximation of what needs to be done?...The educational reform movement has been almost totally unaware that its initial models are…just that: <u>first approximations</u>...that would lead to better ones'

Sarason (1996) *Revisiting the culture of the school and the problem of change'*

STRATEGIC EXPLORATION

The Curriculum for Excellence (CfE) is an important reform putting in place a coherent 3-18 curriculum around capacities and learning. There is **a holistic understanding of what it means to be a young Scot growing up in today's world promoted by the curriculum**…It rests on a very contemporary view of knowledge and skills and on widely-accepted tenets of what makes for powerful learning.

BUT

It **needs an ambitious theory of change and a more robust evidence base**, especially about learning outcomes and progress.

Unless a range of **metrics** is available **that reflects the full ambition of CfE**, the nature of quality and equity always risks being reduced to the most readily measurable. Develop **metrics that do justice to the full range of CfE capacities** informing a bold understanding of quality and equity.

The Scottish Government has outlined a **National Improvement Framework**, which was still at proposal stage at the time of this review. This Framework has the **potential to** provide a robust evidence base in ways that **enhance rather than detract from the breadth and depth of the CfE**.

Move the Curriculum for Excellence on from ambitious underpinnings to an approach to curriculum, assessment and pedagogy, with supporting leadership and capacity-building, that is a genuine 21st century system to be among those leading the world.

A revitalised and energised teaching and learning community

Agreed, inspiring and driving purposes
Ambitious curriculum not imprisoned by the past or the context
Embodies principle of subsidiarity
Confident, expert & empowered teaching profession
Active, extended, collegiate learning culture
Distributive leadership
Constructive accountability/evaluation

⬇

A revitalised and energised teaching and learning community

⬇

Broad experiences, better outcomes & higher standards for our young people

- High expectations of all students and early intervention

- The culture is both grounded and creative – critical, flexible and open to ideas

- Research aware and active

- Technology rich – as and for learning plus networking

- Focused on impact on students' learning – evidence, interpretation & action

- Build capacity by focusing on growth not deficits

- Teachers grow, develop and learn as part of normal work

- Culture of collaboration

- Constant focus on improving the practice of learning and teaching

- Outward facing – parents and wider community both partners and a resource

- Distributive leadership - empowering

- Self-evaluative - sceptical

Main Messages

- The nature and pace of change in societies and economies requires a new and more organic approach to school improvement.

- Strategic agreement on long-term purposes is vital to coherent change and improvement.

- Long-term purposes are increasingly expressed in terms of capacities or competences

- Inclusive education must combat reductionist pressures

- The translation of educational aspiration into classroom reality is problematic – vortex of diminished ambition.

- Realising aspiration is less about structures than shared vision and collective capacity.

- Aim to create cultures where quality and improvement is more about pull than push – learning cultures and strategic exploration.

- Professionalism needs to be understood as involving collective responsibility and challenge as well as individual expertise and commitment.