

Teaching Profession of the 21st Century

Importance and Role of a Competent Teaching Profession

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Propositions

- Continuous school improvement is not optional but essential
- The key factors in school success are the quality of teachers and of leadership
- Chance plays too big a part in teaching and learning
- We all need to think about teachers differently
- We all need to think about leadership differently
- Teachers need to think about themselves differently
- Professional standards can articulate quality, provide coherence and drive improvement

Why do we need continuous and sustained improvement in education?

Because of

- the central importance of education to individual, social, democratic and economic wellbeing.
- the nature, extent and pace of change, particularly driven by technological innovation.
- globalisation challenging previous 'certainties'.

OR

**OUR YOUNG PEOPLE
DESERVE THE BEST**

“..many of today’s schools have not caught up as they continue to operate as they did in the earlier decades of the 20th Century.

“How can learning within and outside schools be reconfigured in environments that foster the deeper knowledge and skills so crucial in our new century?”

“To succeed in this is not only important for a successful economy, but also for effective cultural and social participation and for citizens to live fulfilling lives.”

OECD 2008

International Trends in Educational Policy

- Central to broader government policy – innovation the norm
- Increased expectations – scope, relevance, standards
- Inputs to outcomes – data dominance
- International benchmarking
- Increased school autonomy
- Focus on teacher quality
- Multiple accountabilities
- Viral ideas

Storming the classroom citadel

- Package and push?
- Sticks and carrots?
- Hearts and minds?

What are some key factors in success?

- **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 effective **professional learning**
- High quality **leadership** at all levels
- Flexible and outward looking – open to but not beguiled by **innovation**
- **Intelligent accountability**
- **Reflective** and self-evaluative

Teachers Matter

If “the quality of education cannot exceed the quality of its teachers” (McKinsey 2007)

then the prime task is to build the capacity of and maximise the impact of those teachers, individually and collectively. That requires changes in culture, leadership and in the nature of the teaching profession itself.

Teachers Matter

- 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)**

“We now know that the teacher is the most powerful influence on how much a student learns and that teachers can continue to make significant improvements in their practice throughout their entire careers”

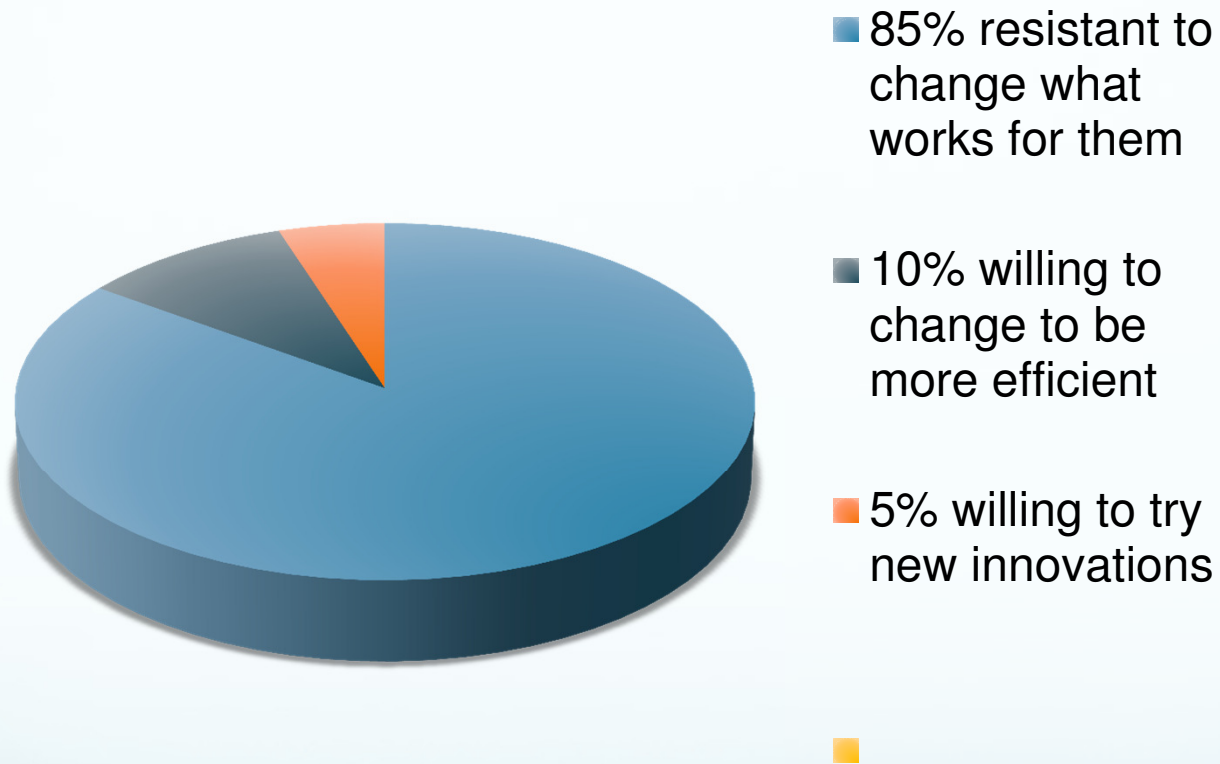
**William ‘Embedded Formative
Assessment (2011)**

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.”

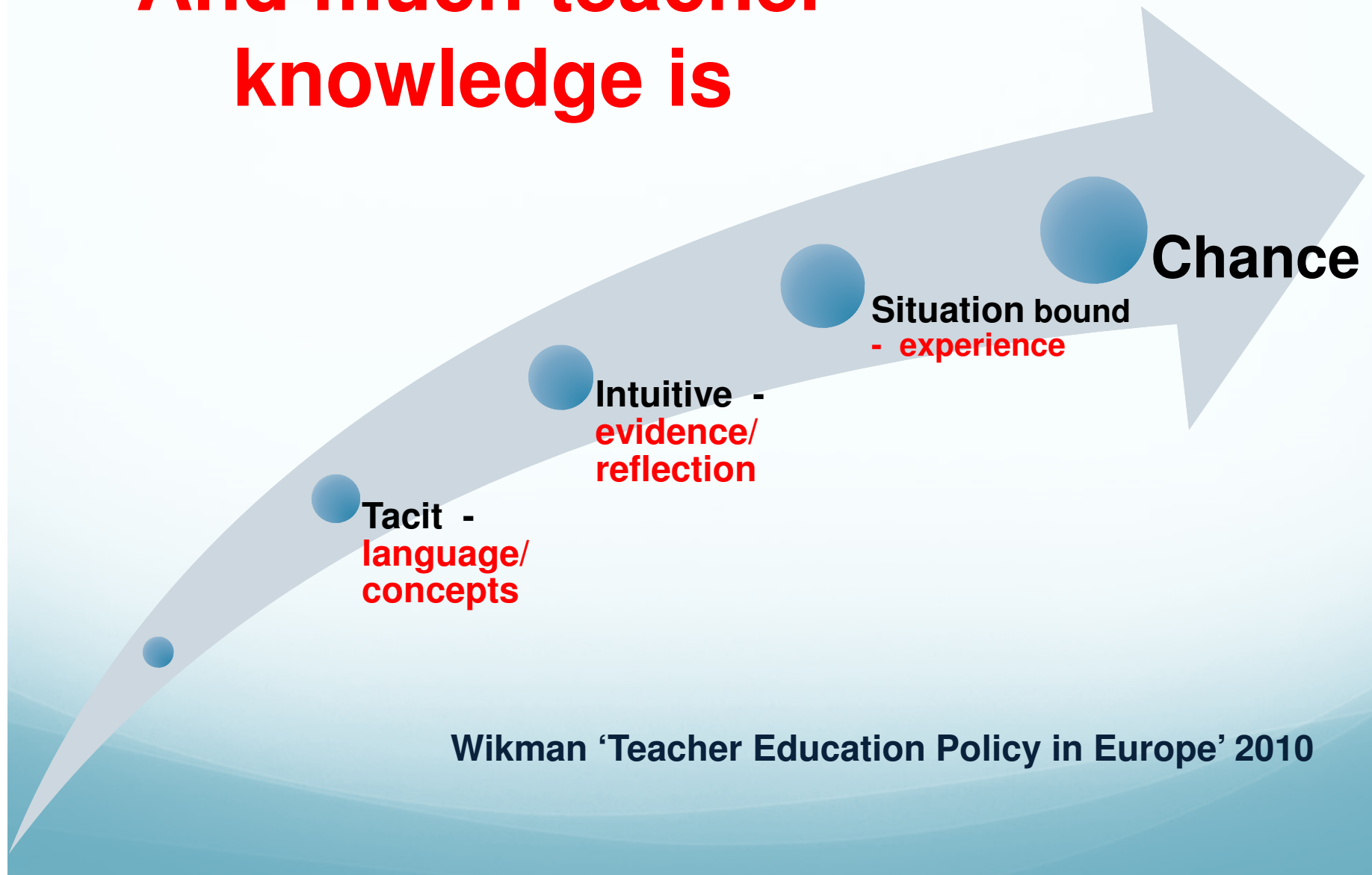
Day et al 'Teachers Matter' OUP 2007 quoted in
Hargreaves & Fullan 'Professional Capital' Routledge
2012

Teachers and change



Hattie 'Visible Learning' 2009 Routledge

**And much teacher
knowledge is**



Wikman 'Teacher Education Policy in Europe' 2010

A little learning?

Mozart effect

Effects of specific physical movement

Learning Styles

Left/Right Sidedness

Etc etc

Which is better?

- Inquiry-based teaching
- Smaller class sizes
- Individualised instruction
- Problem-based learning
- Inductive teaching

OR

- Feedback
- Reciprocal teaching
- Direct instruction
- Challenging goals

Hattie 'Visible Learning' (2009)

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
- ask **hard questions** of themselves and others
- **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

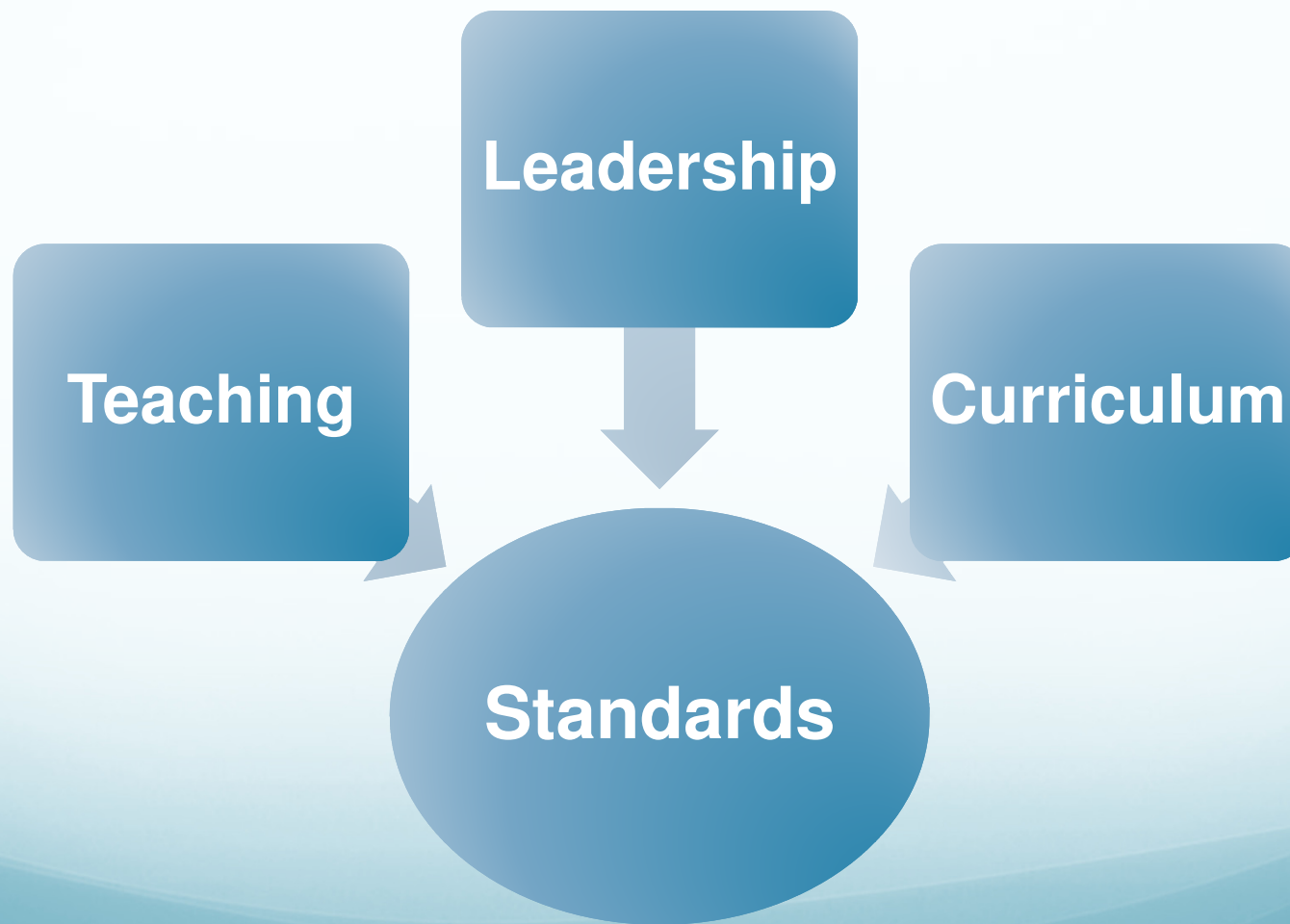
AND

Are seen by others to have these values and capacities

How do we do it?

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

**....so need to examine approaches to
and relationships between**



Standards

An integrated set of personal characteristics, knowledge, skills and attitudes that are needed for effective performance in various teaching contexts.

Pantic and Wubbels 2010

Standards can help promote

- Selection and development of high quality people
- A **continuum** of teacher learning
- **Relevant, collegiate and challenging** professional development
- **A research** aware and active profession— beware intuition and war stories
- A relentless focus on **impact on ALL young people's learning.**
- **Coaching and mentoring**
- **Partnership**

Teacher Standards should-

- capture characteristics of high quality teacher
- establish a common language of quality
- provide a key reference point for teacher education – pre and post qualification
- act as an incentive for career-long professional growth
- provide a basis for evaluating progress
- look credible to an experienced teacher
- contribute to embedding innovation
- contribute to aligned policy and practice?

Big Messages

Relevant and challenging professional standards can support

- **Alignment—
teaching/leadership/curriculum/accountability**
- **Strong teacher professionalism - values and expectations - equity**
- **Career-long professional growth**
- **More professional engagement in educational change**
- **Leadership which focuses on people**