



University
of Glasgow

**Teacher Education for the Changing Demographics
of Schooling: policy, practice and research**

**The place of leadership
development for change agency
in teacher education curricula**

**Professor Christine Forde and Dr Beth
Dickson, University of Glasgow UK**





The place of leadership development for change agency in teacher education curricula for diversity

Two issues:

Teacher education and a teaching career

The place of leadership in teacher education

- **2011: Improving Teaching Quality around the World (Washington)**
- **2012: Teaching and Leadership for 21st century (Washington)**
- **2013: Teaching Quality (Amsterdam)**
- **2014: Excellence, Equity and Inclusiveness (Wellington, New Zealand)**
- **2015: Implementing Highly Effective Teacher Policy and Practice (Banff, Canada)**

How can teacher education contribute to realising change?

- limitations of top-down policy-mandated reform in changing practice (Hargreaves & Shirley, 2009)
- leadership as the second most influential factor on learning (Leithwood et al. 2006)
- leadership has become distributed forms of leadership exercised by teachers to be the driving force for change (Donaldson 2011)



Three assumptions and a concept

Three assumptions about teacher education and three concepts to underpin the notion of teacher leadership

Inadequacies of initial teacher education

- Walsh (2006, cited Florian 2015) US: preservice at least partially to blame for inequality in student performance outcomes
- Bhopal and Rhamie (2013) – lack of knowledge & confidence in dealing racist incidents
- Skelton (2007) issues of gender & ethnicity hidden under terms such as ‘social justice’

Reform of initial teacher education driven by ideology and policy emulation

- Entry into initial teacher education
- Formation of initial teacher... education ... training ... apprenticeship
- Tension between practice and theoretical understanding

- The initial phase is the main (only) time when teachers learn
- The kind of knowledge teachers need can be transmitted to them during this initial phase
- Teachers demonstrate their grasp of knowledge by ‘using’ it, or ‘applying’ it in practice

The initial phase is the main (only) time when teachers learn

- the length of the career span of a teacher
- after four or five years, any effect that an initial programme may have had is washed out.
- the capacity of schools to establish and perpetuate norms (Zeichner 2007; Hulme et al. 2008)
- preservice - interventions on racism during their initial phase of learning ‘do not go on to become anti-racist educators’ (Hyton and Warren 2003, cited Bhopal and Rhamie 2-13:319).
- changes to ITE curricula cannot, by themselves, change the body of professional practice as it exists in the field.

The kind of knowledge teachers need can be transmitted to them during this initial phase.

- a belief that all the knowledge teachers need is transmitted during initial phase?
- uncertainty about the knowledge base (Schön 1978)
- impact of system level education reforms and policies
- pressures create width versus depth
- a variety of different kinds of knowledge, among which, are disciplinary, pedagogical, pedagogical content knowledge (Shulman 1999).

propositional knowledge and procedural knowledge

- propositional knowledge is valorised at the expense of procedural knowledge
- procedural knowledge needed for teaching and the inquiry pedagogies which develop it are not considered ‘research’ and those who practise it cannot be thought of as ‘researchers’ (Cochran-Smith and Lytle 2009).
- pre-service and inservice teachers are inclined to view propositional knowledge as too abstract for the purposes of working in the classroom

Teachers demonstrate their grasp of knowledge by ‘using’ it, or ‘applying’ it in practice

- teachers as consumers of knowledge produced elsewhere.
- ‘gap’ – time and space between gaining and using
- propositional knowledge explains aspects of school or classroom dynamics
- not a script or a process which enables them to address the varied events, relationships and politics of the classroom
- learning from other teachers
- normative values: the theory-practice binary

Career-long teacher education curricula:

- sites of learning and practice and the intermingling interdependence of these (Reeves 2010)
- the nature of a teaching career and significance of career stage (Day & Gu 2010)
- what kind of teacher across a teaching career (GTCS 2012)



And so to leadership

Who needs it?

“all teachers are leaders” (GTCS 2012: 5)

- definitions of leadership elusive (Gronn 2002)
- literature of leadership dominated by normative discourse (Gronn 2009)
- distributed leadership and a limited empirical base (Torrance 2014)
- leadership as a form of extended professionalism (Torrance and Forde forthcoming)
- teacher leadership as a moral force (Bond 2011; Wilmore 2007)

Teacher leadership:

**as the ‘new foundations’ of teacher education (Hilty
2011)**

**imbued with a moral stance and an agentic vision
(Bond)**

Gronn (2003) challenges many of the assumptions underpinning the construction of leadership:

- polarisation of leadership & management and the privileging of leadership
- leadership and followership
- exceptionalism

- **Instead: conjoint agency**
- interdependency
- coordination

Gronn's proposition (2002)

A new architecture for school

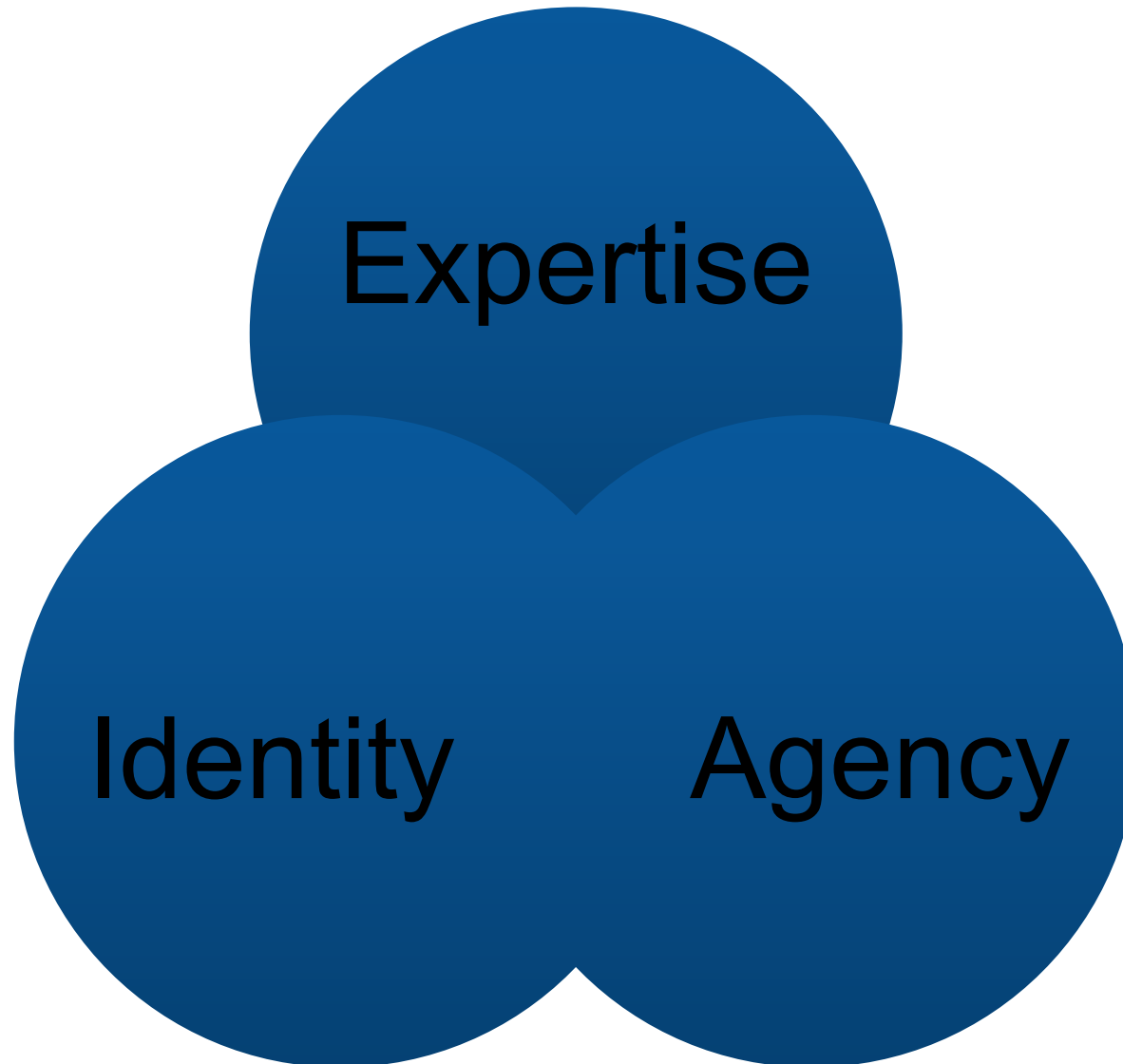
Questioned the leadership and followership binary

**From empirical evidence largely biographical studies
of experiences of leadership in school**

Most action co-joint

Leadership as an organisational property

Not personified in one or a small number of individuals



Watson (2006: 525) argues that:

The relationship between professional identity and practice is not a simple unidirectional one on which some essential core of self, a stable entity comprising who we think we are, determines how we act in a given situation.

a teacher's professional identity is “formed and re-formed constantly over the course of a career and mediated by a complex interplay of personal, professional and political dimensions of teachers' lives” (Mockler 2011: 518).

- **dynamic and constantly evolving**
- **interaction of individual and context**
- **sub-identities held in balance**
- **agency and identity entwined**

Biejaard et al. (2004)



Concept 2

Agency

- **willed transformation**
- **aligned with autonomy**
- **individual self determination**
- **about values and beliefs**
- **a quality of professionalism**
- **as resistance**

Being the kind of teacher they want to be by

- (1) stepping up “a way of exhibiting agency in which a teacher sought to go above and beyond the perceived expectations of her role” (p710) (similar to practices of mid-career teachers.**
- (2) Pushing back - where there was a lack of fit:
“pushing back is a form of resistance where teacher reject, negotiate or reconfigure particular school and district policies with which they do not agree” (p710).**

- **Lifelong learning: being eager to learn, reflective.**
- **Mastery: giving guidance, accessible, positive, committed; trustful (towards students); self-assured.**
- **Entrepreneurship: innovative; responsible.**
- **Collaboration; collegial.**

van der Herijden et al. (2015)

while the teacher might bend the policy to fit their purposes and beliefs at the same time, their practice was modified or adopted specific strategies from the policy. The teacher did not reject or neglect her expertise and experience but instead used it to make sense of the policy: where a teacher can both accommodate new demands of policy and critique these. In addition, this study showed a process of ‘re-authoring policy’. However, this is not without a significant toll on the teacher both in terms of efforts and in terms of emotional demands.



Expertise

Can we talk about teacher expertise?



**Professional practice
in a specific context**

technical skill

cognitively complex processes

flow & adeptness

tacit knowledge

routinized

- **Dreyfus and Dreyfus (1985):**
 - a developmental sequence from novice to expertise
- **Schon (1985)**
 - a characteristic of the practice of an experienced practitioner
- **Berliner (2004)**
 - the characteristics and abilities of expert teachers

Ubiquitous Expertise

Dispositions

interactive ability / reflective ability

Ubiquitous Tacit Knowledge

Specialist Tacit Knowledge

Specialist expertise

Beer mat
knowledge

Popular
understanding

Primary
source
knowledge

Interactional
expertise

contributory
expertise

- **Interactional expertise:**
- Enculturation is the only way to master an expertise which is deeply laden with tacit knowledge because it is only through common practice with others that the rules that cannot be written down can come to be understood.
- **Contributory expertise:**
- Enables those who have acquired it to contribute to the domain to which the expertise pertains: contributory experts have the ability to **do** things within the domain of expertise
- (Collins and Evans 2007: 24 italics in original).

Robinson *et al.* (2009: 88) acknowledge that there are variations in the concept of pedagogical leadership but see:

“the common core is close involvement by leadership in establishing an academic mission, monitoring and providing feedback on teaching and learning, and promoting professional development”.

The focus then of leadership development and professional learning has to be about building expertise on the core of teaching and learning