

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

**The three Ds: Diversity,
Development, Devolution**

Ian Menter

Professor of Education and Director of Professional Programmes
Department of Education, University of Oxford

20 March 2015 – University of Edinburgh

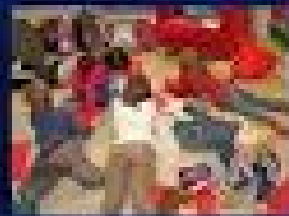
Outline

- Introduction
- Diversity
- Development
- Devolution
- The BERA-RSA Inquiry
- The future
- Conclusions

By their teacher
education ye shall
know them....



Finnish Lessons



What can the world
learn from educational
change in Finland?

Pasi Sahlberg

Foreword by Andy Hargreaves
Series Foreword by Ann Lieberman

THE
CORWIN
COLLECTION



The GERM (Global Education Reform Movement)

- Standardization
- Increased focus on core subjects
- Prescribed curriculum
- Transfer of models from the corporate world
- High-stakes accountability policies

(Sahlberg, P. (2011) *Finnish Lessons* see pp 99-106)

Slides from BERA Lecture at: <http://pasisahlberg.com/wp-content/uploads/2013/07/BERA-Talk-2014.pdf>

The first D: Diversity

- Diversity of students
- Diversity of routes
- Diversity of contexts

Diversity: Students and teachers

- The existence of a diverse workforce has a number of positive advantages. It enables the profession to be confident that it is drawing on the same broad range of cultural and social experiences as the pupils and families served by schools. The profession can draw on the wide range of cultural resources (including languages and arts) in its teaching and presentation of the curriculum. It demonstrates that teaching is a profession esteemed by all sections of the community. It provides role models for young people – teachers are amongst the most trusted members of society.
- Hartshorn et al, 2005: Widening Access to the Teaching Profession (GTCS)

Dimensions of diversity

In this review we have adopted a broad definition of inclusion and representativeness, that incorporates at least eight dimensions:

- social class/socio-economic status,
- gender,
- ethnicity (including refugees and asylum seekers and travellers),
- bilingualism,
- religion,
- disability,
- sexuality and sexual orientation, and
- age.

Diversity of teacher education routes

The English case – up to 2010

- PGCE
- BEd
- BA (QTS)
- Employment-based routes eg Graduate Teacher Programme
- SCITT (School-Centred Initial Teacher Training)
- Teach First

School-based and school-led teacher education – since 2010

- School Direct and School Direct (salaried)
- Teach Next
- Troops into Teaching
- Teaching Schools
- University Training Schools
- Teach Last?

The second D: Development

- What is it that teachers need to know and be able to do?
- When do they best learn it?
- How do they best learn it?

Conceptions of teaching (1)

- Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom.
- ‘...we will: Reform initial teacher training so that more training is on the job, and it focuses on key teaching skills including teaching early reading and mathematics, managing behaviour and responding to pupils’ Special Educational Needs’
- Gove (DfE, 2010)

Conceptions of teaching (2)

- The 'craft' components of teaching must be based upon and informed by fresh insights into how best to meet the increasingly fast pace of change in the world which our children inhabit. Simply advocating more time in the classroom as a means of preparing teachers for their role is therefore not the answer to creating better teachers. The nature and quality of that practical experience must be carefully planned and evaluated and used to develop understanding of how learning can best be promoted in sometimes very complex and challenging circumstances. (pp.4-5)
- teachers “as reflective, accomplished and enquiring professionals who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change”. P4
- Graham Donaldson (2011) *Teaching Scotland's Future*

Conceptions of teaching (3)

- i The effective teacher – skills, content, performativity, measurement
 - ii The reflective teacher – skills, content, knowledge about learners, values, purposes
 - iii The enquiring teacher – systematic enquiry into all of the above; research and evaluation methods and techniques
 - iv The transformative teacher – critical enquiry, looking beyond the classroom, social context, moral and ethical, alliances ('stance')
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- Menter, 2011; Menter et al, 2010

Phases or stages in teachers' learning (1)

- Changing dispositions, changing needs
- The professional and the personal (Goodson)
- Types of professional knowledge (Shulman) and 'knowledge building' (Timperley)

Phases or stages in teachers' learning (2)

- Day et al (2007) six professional life phases:
 - 0-3 commitment: support and challenge
 - 4-7 identity and efficacy in the classroom
 - 8-15 managing changes in role and identity
 - 16-23 work-life tensions
 - 24-30 challenges to sustaining motivation
 - 31+ sustaining/declining motivation
- The continuum of professional development:
pre-service > induction > early pd > accomplished teaching > leadership

Models of professional learning

- Different models for different age phases?
- Bernstein's three message systems (CAP) and professional learning
- Professional learning, professional development and school development/improvement
- Work-based learning (Eraut)
- 'Clinical practice'; communities of practice/enquiry; an Education Deanery?

Teacher development: some principles or 'building blocks' for understanding teachers' learning

- *The Importance of Teaching* – yes but
- The importance of context
- The importance of values
- The importance of (collaborative) enquiry
- The importance of leadership (and the roles of the university)

The third D: Devolution

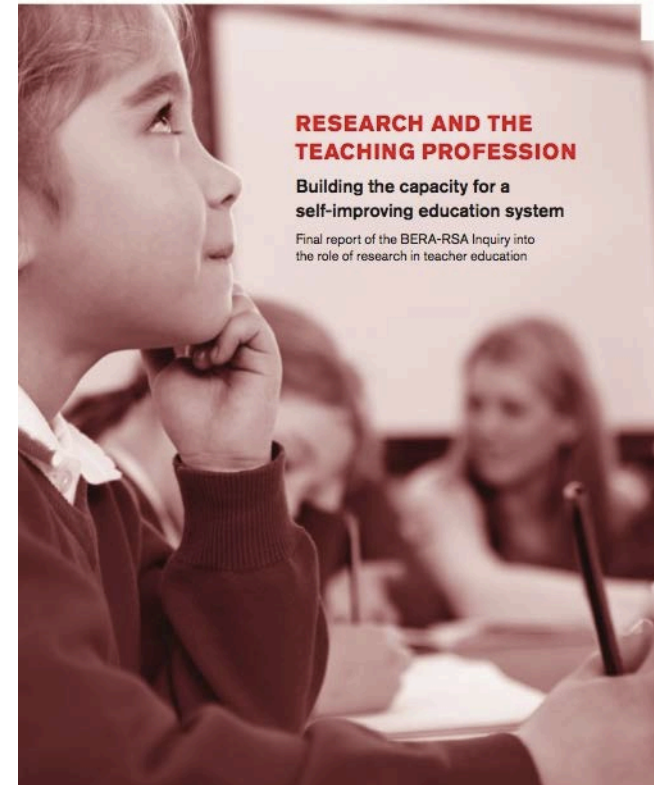
- The UK and the Role
- Reports, reports, reports...
- England as the outlier
- The BERA-RSA Inquiry
- The Carter Report
- Wales: the Furlong Report
- The (wise) influence of a few? – Furlong, Sahlberg, Donaldson, Munn – but only in the Celtic nations
- Convergence or divergence?

Final Report May 2014



Research and the Teaching Profession

Building the capacity for a self-improving education system



Summary findings

- Internationally, enquiry-based (or ‘research-rich’) school and college environments are the hallmark of high performing education systems.
- To be at their most effective, teachers and teacher educators need to engage *with* research and enquiry - this means keeping up to date with the latest developments in their academic subject or subjects and with developments in the discipline of education;
- Teachers and teacher educators need to be equipped to engage *in* enquiry-oriented practice. This means having the capacity, motivation, confidence and opportunity to do so;
- A focus on enquiry-based practice needs to be sustained during initial teacher education programmes and throughout teachers’ professional careers, embedded within the lives of schools or colleges and become the normal way of teaching and learning, rather than the exception – ‘*Research Literacy*’

Recommendations

In building a research-rich culture, practitioners and policymakers in England, Scotland, Wales and Northern Ireland face different challenges and begin from different starting points. For this reason, the inquiry's recommendations are jurisdiction-specific. These cover a range of issues, including: **initial teacher education; continuing professional development; research leadership and capacity; practitioner engagement.**

With regard to both initial teacher education and teachers' continuing professional development, there are pockets of excellent practice across the UK but good practice is inconsistent and insufficiently shared. Drawing on the evidence, the inquiry concludes that **amongst policymakers and practitioners there is considerable potential for greater dialogue than currently takes place, as there is between teachers, teacher-researchers and the wider research community.**

It also concludes that **everybody in a leadership position** – in the policy community, in university departments of education, at school or college level or in key agencies within the educational infrastructure – **has a responsibility to support the creation of the sort of research-rich organisational cultures in which these outcomes, for both learners *and* teachers, can be achieved.**

Wales – Furlong: *Teaching Tomorrow's Teachers*

- Review the Standards
- Set up an accreditation process
- Establish pedagogical research centres

TEG (forthcoming, 2015): ***Teacher Education in times of change – Responding to challenges across the UK & Ireland***

- Writing more than thirty years ago, Alexander et al (1984) commented on the preceding 'two decades of organisational change' but noted that this had been within 'a context of cultural and epistemological continuity' (Alexander et al, 1984: xviii). In some parts of these islands more than others, there has been some serious disruption to that continuity, both cultural and epistemological since 1984. It is to be hoped that through research and dialogue over the next twenty or indeed forty years, we can build new cultural and epistemological strengths for our important endeavours in preparing future teachers.

A reassertion of social democracy?

Judt, T. (2010) *Ill Fares the Land (A Treatise on our Discontents)* London: Penguin

- ...the fact remains that trust and cooperation were crucial building blocks for the modern state, and the more trust there was the more successful the state. (p70)
- The kind of society where trust is widespread is likely to be fairly compact and homogenous. The most developed and successful welfare states of Europe are Finland, Sweden, Denmark, the Netherlands and Austria, with Germany (formerly West Germany) an interesting outlier.... (p67)



Conclusions

1. The three Ds interact with each other creating a complex pattern of policy and practice
2. The contribution that research makes in this complex scenario is variable
3. There is a danger that 'inclusion' leads to 'invisibility'
4. 'Healthy' democracies require 'healthy' teacher education

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- Contact: ian.menter@education.ox.ac.uk