

**Future of the Teaching Profession Seminar  
16th-17th February 2012**

Møller Centre, Churchill College, University of Cambridge

**A Record of the Discussion**



## Acknowledgements

This unique event was planned by Leadership for Learning: the Cambridge Network (LfL) together with Education International (EI), the global federation of teacher organisations; the Organisation for Economic Co-operation and Development's Centre for Educational Research and Innovation (OECD/CERI); and Open Society Foundations (OSF). An invitation only event, the delegates included a range of academics and policy makers from across the world together with local practitioners.

This document offers a record of the contributions and discussions. Points made in plenary and in small table discussions have been summarised and themed as appropriate.

The purpose of the seminar was to explore research and policy in relation to teacher quality and the development of the teaching profession. It was intended to not only inform the future of teacher policy generally but also contribute to events such as the then forthcoming 2012 World Summit on the Future of the Teaching Profession and the OECD's 2013 Teaching and Learning International Study.

The seminar was made possible with the generous support of Open Society Foundations.

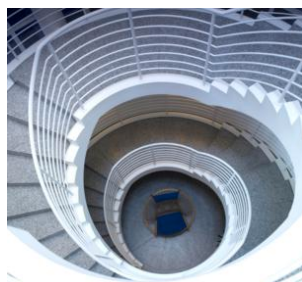
It was overseen by a planning group drawn from the partners initiating the seminar. Members of the planning group included: John MacBeath, Sue Swaffield, Ruth Sapsed, Katie O'Donovan and David Frost (LfL); John Bangs, Guntars Catlaks and Birgitte Birkvad (EI); David Istance (OECD); and Mary Metcalfe and Aleesha Taylor (OSF).

The quality and rigour of the documentation contained in this report were made possible by our research team (Caroline Creaby, Amina Eltemamy, Majda Josevska, Krystian Szadkowski, Nurbek Teleshaleyev, Lizzy Toon, Carole Waugh) who gave their time and energy for free to the endeavour, recording and summarising table discussion and points raised in plenary sessions. These took place under Chatham House Rules, with contributions taken to be anonymous unless attribution was requested.

Many thanks are owed to Ruth Sapsed and Katie O'Donovan who organised the event.

This document should be referenced in the following format:

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## Links

Podcasts from the event are available at:

<http://www.educ.cam.ac.uk/centres/lfl/futureteachingprofession.html>

## Relevant documents

*The Future of the Teaching Profession*, 2012. John MacBeath  
<http://www.educ.cam.ac.uk/centres/lfl/futureteachingprofession.html>

*Education International and the International Summit on the Teaching Profession*. New York Summit 2012. <http://www.ei-ie.org/>

*Preparing teachers and developing school leaders for the 21<sup>st</sup> Century: Lessons from around the world*. (An OECD background report for the International Summit on the Teaching Profession). <http://www.oecd.org>

*Supporting Teacher Leadership in 15 Countries. International Teacher Leadership project phase 1*. David Frost, LfL, Faculty of Education University of Cambridge.  
<http://www.educ.cam.ac.uk/centres/lfl/>

## Keynote presentation:

### John MacBeath – *The Future of the Teaching Profession*

It is in understanding and managing the balance between the 'dissatisfiers' and 'satisfiers' that keeps teachers resilient and optimistic in an increasingly demanding and increasingly vital job. Any scenario or programme for the future of the teaching profession has to begin with an understanding of this 'force field', its profound impact on the lives of teachers as a prelude to identifying where the levers of change may lie.

For national governments the policy imperative is to strike a balance between the short-term need to get teachers into classrooms and the longer term goal of building up a high-quality professional teaching force. This view was expressed by the ninth meeting of the High-Level Group on Education for All in February 2012. It concluded that 'Policies must encompass attention to professional development opportunities, adequate employment and teaching conditions and greater participation of teachers in decision-making, via social dialogue (par 17).

It is widely agreed across national borders that there is an urgent need to take back the definitions of good teaching and good schools from those who have misappropriated them. It is through a culture of inquiry and self-evaluation deeply embedded in the daily routines of classroom life, that schools gain a strength of conviction to expose what constrains authentic learning and, with an enhanced sense of agency, are able to show how things can be different.

The map of the educational system as we see it may offer differing routes to our destination but however much we travel we cannot change the nature of the landscape which is laid out for us. In education to be a map-maker is to imagine different landscapes, to build up an image of what a system might look like in the future.

If the way we think of change is limited by imagining things very much like the ones we know (even if 'better'), or by confining ourselves to doing what we know how to implement, then we deprive ourselves of participation in the evolution of the future. It will creep up on us and take us unawares (Papert, 2004).



## Reflections in plenary:



### Virtual learning

Is virtual learning the future? Can the web provide the basis for teacher free learning, an entirely online model of educating? The Kahn Academy which gets millions of hits daily offers one model of the future of teaching profession although there is currently no body of evidence to validate such an approach.

(<http://www.khanacademy.org>)

### Social aspects and teachers' role

Teaching and schooling need to focus on the social aspects of the teachers' role, without which there is a danger of losing the holistic essence of what it means to be a teacher. Reference was made to the RESPECT (Recognizing Educational Success, Professional Excellence and Collaborative Teaching) initiative in the US - a competitive grant programme. Its key elements are attracting top tier graduates to the profession, creating a professional continuum and creating conditions for success.

### Everybody's business

The emerging eco-system offers opportunities for enhanced learning but needs to be viewed alongside system thinking/design systems – effective systems for learning. Initiatives in which teachers collaborate with other professionals in a multi-disciplinary environment, for example dancers, poets and actors, teachers have learned to be less guarded or possessive, in effect changing teachers' notion of what it is to be a profession. Teaching and learning become everybody's business.

### East and West

What do we understand about teacher professionalism in Eastern countries? How do they differ from the West? In this respect agency and locus of control become salient factors, distinguishing systems in which things are done to teachers, in which teachers decide for themselves, and in which teachers are to shape the profession for themselves.

### Politicisation and privatisation

Politicisation and privatisation present particular challenges for schools and evaluation of school effects in East and West. The proliferation of tutorial centres and private tutoring may lead to increasing interest in privatisation and as market principles assume a greater social space it brings increasing professional isolation for teachers and challenges the national teaching community.

### Challenge and change

Responding to challenge and change, pressures on teachers, union associations, and increasing privatisation, brings us back to the purpose of school. What does it mean to be a 'professional' when the obligations of schools are very wide and widening, making it problematic to prioritise the most, and least, important goals of schools.

### **Professionalism and Citizenship**

Conversations which focus on whether teaching is, or is not, a profession maybe a distraction from addressing the key issues - the need to shift from teachers' professionalism to teachers' citizenship and the need to fight for public institutions and public spheres for them to remain public. It is clear in post Soviet societies that freedom is not enough to create a civil society. Schools are public institutions but the profession can make us think in a corporate way. Public institutions are defended by citizens, not professionals. Open schools should promote citizenship.

### **External politics**

To what extent are the constraints and obstacles systemic, embedded in political priorities? Limiting our thinking to what we think is 'realistic' or politically acceptable. While we might be able to recruit talented people into the teaching profession to what extent does 'the system' act as a constraint casting teachers as service delivery providers? "It is external politics that mess schools up rather than the staff of the schools".

### **Nature and use of data**

As accountability demands increase it begs the question as to nature and uses of data. To what extent do these act as a force for improvement? The extent to which the profession can use this data is limited. Value added approaches may serve less of an improvement purpose than one built on sanctions

### **High expectations**

What happens to the high expectations that new teachers bring with them when entering the profession? The same question may be asked of students. What are the systemic factors which hinders innovation and motivation and high expectations, both for teachers as well as students? It is people outside the profession who feel they have a say in what is good or bad teaching while politicians are able to impose their views on teachers and teaching more than in relation to any other profession.

### **Core priorities and purposes of schooling**

Obligations of school are so broad and that is why it is difficult to identify the core priorities and purposes of schooling. The Rutter et al.'s study reminds us that we have all been to school and that teaching is the only profession where everyone has witnessed the activity for 15,000 hrs. This allows politicians to impose much more on the education sector than on any other social sector. The right to hold, and air, a view on teaching is everybody's business.

### **Efficiency and ecology**

A contrast is made between efficiency system-based approaches and the eco-systems of schools that are genuinely student-centred and which offer a way forward when drawing on lessons learned from systems that exemplify student-centred approaches. Such exemplars may help to shift the discourse from outcomes to learning which is valued for its own sake.

## **Session 1: State of Nations - Threats and Opportunities**

**Facilitator: John Bangs, Senior Consultant, Education International (EI)**

**Guntars Catlaks**  
**Research Co-ordinator, EI**

Education International is defending the paradigm of public education as a public good and human right and the status of teaching as a profession. It is a paradox that we find ourselves increasingly in defence of what was achieved in the past and taken for granted by several generations and criticizing contemporary trends, instead of advancing a progressive change agenda. It should be the opposite. Hence we commissioned this study and engaged in this seminar.

There are international agreements of what the teaching profession is and should be. ILO/UNESCO 1966 Recommendation on Status of Teachers and UNESCO 1997 Recommendation on Higher Education outlines broad consensus about the status and role of teachers, including rights to favourable working conditions, stable employment, decent salaries and social security, pedagogical autonomy/academic freedom and organizing and representing themselves collectively. Can progress be reversed? Human history shows that it can.

While societies in the North, overtaken by austerity tactics triggered by economic crisis, are facing a challenge on how to maintain well established structures of public education, many societies in the South, lacking those structures, are experimenting with policies a-la-carte. In both cases we observe the most serious challenge in decades to the education as a public good and human right and teaching as a profession.

Much of the public discourse about education lately has been presented under the quest for improving student learning outcomes, while the resource side has been side-lined. Improving teaching effectiveness has become a proxy almost by default, when addressing all issues in contemporary education – from student drop-out to stagnating test scores. While accepting the need to improve constantly, we should be fully aware for what, to what limit and at what cost.

If there was a time of education policy consensus among governments, now is the time to build such consensus among the academic community.

**Dirk van Damme**  
**Head of the Centre for Educational Research and Innovation (CERI), in OECD**

The teaching profession is in the midst of profound changes. Social and institutional environments for teaching are changing, expectations regarding the outcomes of learning are rapidly changing and research on learning is also changing the established 'truths' and belief systems. In most countries the professionalization of teachers has not developed to such a level that the profession itself would be able to generate enough stability to cope with these changes. The result we can see in the profession is a mixture of confusion and insecurity on the self-identity of teachers.

The central thesis of this paper is that only a renewal of the professional knowledge base of teaching will enable a new and better understanding of what teaching actually is. Teaching is a knowledge-intensive profession, so the core of the professional identity lies in a body of knowledge (both research-based and experiential knowledge) with which a teacher identifies. 'Knowledge' is not a purely cognitive concept, but also involves sets of behavioural interventions, codes of conduct and

value and belief systems. In a knowledge-intensive profession one would expect a rather high level of knowledge dynamics, for example in the intergenerational exchange and renewal of knowledge between the 'greying' and the 'greening' knowledge professionals. However, evidence from TALIS 2008 shows that such dynamics are not visible. New teachers share the same beliefs as experienced teachers and apply the same sets of practices in classrooms within the same country. New teachers do not consider themselves to be importers of new knowledge; rather they see themselves in a knowledge deficit situation regarding those challenges for which only experience in classrooms will generate solutions, such as classroom management and student discipline.

A renewal of the professional knowledge base of teachers - in a generally more knowledge-intensive education system - seems to be the best way to strengthen and promote the professionalization of teachers.

**David Frost**  
**International Teacher Leadership Project, LfL, University of Cambridge Faculty of Education**

Unlike many accounts of teacher leadership, the one promoted by the ITL project is non-positional, that is to say that it supports the capacity of all teachers to exercise leadership and embrace the 'extended professionalism' that Eric Hoyle has talked about over many years. The ITL approach promotes voice, influence, autonomous judgement and choice – enhancement of teachers' agency.



This is done through enabling teachers to act strategically, leading development projects in their schools.

The ITL project is action research involving partners in 15 countries. Teachers from the HertsCam Network with experience of supporting teacher leadership have played key roles in enabling partners to share experience, evaluate their own teacher leadership programmes and develop a distinctive approach over a 3-year period.

A key feature is advocacy, direct engagement with policy makers, which was exemplified with a vignette about a teacher from Moldova and her engagement with a ministry official at an event in Bucharest. This was used to explore the strategies and techniques to support teacher leadership including: facilitative workshops; tools – for discussion, planning, reflection, evaluation; support to set the agenda; mutual support and encouragement; recognition / certification; and networking – for knowledge and inspiration. Further vignettes and photos were used to illustrate how networking cannot only develop professional knowledge but can also spread the virus of moral purpose. The final slides drew attention to the project report and the LfL inform bulletin devoted to the ITL project which can be downloaded at: <http://www.educ.cam.ac.uk/centres/lfl/>.



## Reflections in table discussions:

Returning to the question of teacher professionalism, does the strategy lie in attracting the most qualified people into teaching rather than in investing in smaller class size or other structural issues? PISA 2009 results indicate that high performing countries do focus on recruiting the brightest and best, Finland being the most obvious example. In Shanghai, currently top performing in PISA, of the nine most influential factors on PISA test results, three are explained by cultural factors and six by policy.

In countries where there is a lack of rigorous selection and evaluation of teachers there is an inconsistency in professional quality and thus it is difficult to legislate for, or uphold, a high standard for the teaching profession. If standards within the profession have been changing in different countries over the last 20 year period it is important to have a better grasp of ways in which professionalism has changed and why. Only through an understanding of cultural context will such shifts become apparent and explicable.

The problem is that most countries have very low budgets for teachers' professional development. Nor is the nature of Continuing Professional Development one that enhances teacher's motivation or supports genuine ownership. In the USA, it was said, teachers define CPD as 'things that are done to you'.

The issues for teachers and their professional bodies lie in part in the way they are portrayed by politicians and by the media. Teachers' organisations tend to be seen only as fighting for wages and are depicted as constantly complaining. They are often used by governments to score political points and charges of 'a lack of professionalism' is a weapon used against teachers. The case for greater professional autonomy then becomes marginalised and more difficult to substantiate.

While pre-service and in-service research play a key role in understanding children's learning and the efficacy of teaching, in the US, faculties of education are divided into two, pedagogy and research. Because they never meet, teachers may not know how to formulate their problems into research problems. Without support for gaining experience as researchers their professional efficacy and status is diminished. In the Netherlands, by contrast, 'academic schools' are used to generate knowledge through research.

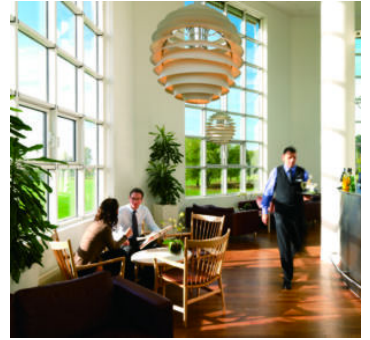
There is a consistent measure of agreement that teachers should be proactive, seizing the opportunity to be heard. "Teachers, as opposed to policy makers, must be the dominant party in defining teacher professionalism".

Teachers' unions such as the NEA already have successes in constructing and promoting the professional identity. Collective endeavour lies at the heart of professionalism.



□ **And 14 questions:**

- *When the voice of teachers is lost amongst many more powerful voices, is this because teaching is mainly a female profession especially in the early years?*
- *If teachers do not have professional freedom is it because governments fear the loss of control over schools?*
- *To what extent is there a lack of understanding among policy makers and under estimation of the complexity of professional judgment that teachers exercise in classrooms?*
- *Who creates teachers' standards and why are teachers not taking the responsibility of setting their own standards, as is the case for the medical field for example?*
- *If it becomes harder to enter the profession, will the demand increase and the profession be valued more?*
- *What are the qualities and expectations of teachers in differing cultural contexts and political regimes? Is the concept of professionalism useful in helping to understand the relationships between teachers and society and what can be expected from teachers?*
- *Given the power and imbalance of power relations, how can teachers gain a greater sense of reciprocity, and not feel 'done to'?*
- *Why is there such resistance to teachers taking responsibility over their profession in a context where managerialism has become a dominant approach across the public sector?*
- *At the root of the problem is it that teachers are not a homogenous group and do not always, or cannot always, speak with one voice?*
- *To what extent, in different settings, are teachers less motivated by the pay they get, than by the esteem they have within their community?*
- *How far is the economic imperative predominant over the moral one when one chooses whether or not to become or stay as a teacher?*
- *How can we have a profession that really generates knowledge?*
- *Research that originates in schools is valid and important but does it ever reach discussion at the policy table?*
- *What measures need to be taken for externally imposed accountability schemes to be changed into internally developed accountability schemes, developed by teachers themselves?*



## **Session 2: Getting the measure of teaching – what works in teacher policy**

**Facilitator: Sue Swaffield, LfL, University of Cambridge Faculty of Education**

**Peter Dahler-Larsen**

**Department of Political Science and Public Management, University of Southern Denmark**

Quality Assurance and Evaluation (QAE) is central to the discussion on the future of the teaching profession because it represents both a nightmare and a dream. The nightmare is government instruments in the form of tests, indicators, league tables etc. that take professional discretion away from teachers. The dream is that alternative forms of QAE, such as collaborative, reflexive, responsive, and participatory forms of evaluation will pave the way for a self-reflexive, self-evaluating profession.

The first reflection concerns the country-specificity of teachers' reactions to QAE (based on survey data collected in the "Fabricating Quality" project, see Ozga, Dahler-Larsen, Segerholm, Simola: Fabricating Quality, Routledge 2011). Teachers' perceptions of educational quality vary from country to country which helps us understand controversies with international comparison based on common indicators.

The next reflection concerns how QAE has made it less attractive for some teachers to be a teacher. Two factors related to this negative effect are the perceived lack of autonomy and the feeling of distrust that QAE represents for some.

The final reflection is related to the constitutive effects of QAE. QAE helps produce socially constructed realities related to the world view around teaching, the content of teaching, time frames, and social relations and identities. Not all of these effects can be understood as "unintended", but rather as social and political significant contributions to what teaching means. For this reason, QAE is likely to remain contested and central to the debate on the future of the teaching profession.

**Kristen Weatherby**

**Senior Analyst, TALIS, OECD**

When looking at how to reform systems of teacher evaluation in order to better measure teacher quality, it is useful to look at what countries around the world are measuring already, and what impact this has on teacher behaviour in the classroom. The Teaching and Learning International Survey (TALIS) from the OECD surveyed 20 teachers in each of 200 schools from 23 countries. The survey results showed that appraisal and feedback have a strong positive influence on teachers and their work. Teachers report that it increases their job satisfaction and, to some degree, their job security, and it significantly increases their development as teachers.

At the seminar, participants discussed issues of purpose, criteria and frequency in terms of teacher evaluations. Questions arose around what teachers are being evaluated against, and what access they would have to the evaluation results in order to improve their teaching. In addition, the power relationship between teacher and evaluator was mentioned as well as the effect of the underlying environment as being one that is punitive or supportive toward the teacher. TALIS data supports these concerns in showing that most teachers believe they will not receive rewards or recognition for being more innovative in their teaching or even for improving the quality of their teaching. One quarter or fewer of the teachers surveyed thought that appraisal would affect their professional development, career development or their pay. Participants at the seminar felt that evaluation can and should be shaped by teachers, with feedback from parents and students included.



## Reflections in plenary:

### Embedded evaluation

How many evaluations do teachers make in the course of a day? Ted Wragg found more than 1000 evaluation questions posed by teachers on a day-to-day basis. This ongoing embedded evaluation is what teachers do, providing the basis for a more self-conscious and systematic approach.

### Trust

Trust is vital in supporting honest and effective evaluation, without which self-evaluation will continue to be seen as an external imposition rather than being internalised and integral to learning and teaching. Establishing a climate of trust is a key variable to the effectiveness and validity of evaluation measures.

### Purpose

What is the purpose of evaluation? Is the data intended to lead to and support change or is it simply a QA procedure? Is it formative or summative? As it cannot be simply assumed that all teachers are evaluation experts, systems need to be designed to support teachers and the profession as a whole to improve while also including measures which identify poor performance. One of the tests of professionalism is the extent to which there is ownership over evaluation processes.

### Ownership

Evaluation ought to be shaped by the teaching profession. What a country values and is evaluated needs to be shaped by teachers through consultation or discussions. The power of bottom-up self evaluation lies in the ownership of teachers and its internalisation by the school. Sensitivity to context is a crucial ingredient in the evaluation process. Where schools have no locus of control over their self-evaluation, they are unlikely to practice evaluations effectively.

### Principles

Human interaction is an important dimension of evaluation. When evaluating a lesson or a teacher, the following are critical: 1) Content of interaction – this can be about individual tasks or more general processes, 2) The power relationship – are teachers told what to do or how to improve or are they asked questions, 3) The underlying generic environment in which teachers are working – punitive or supportive? Such principles can be applied to teacher evaluation systems more generally. What is the nature of the underlying environment?

### Standards

How do we define teaching in the first place,? What are the criteria? Is there a need for a standard or framework? In the US 25 years ago, teachers spent six years developing a document called 'what teachers should be able to do'. They developed standards and a certification process where by part of the scoring is done by other teachers. Teachers must provide two video submissions of their teaching with contrasting groups accompanied by an analytical paper explaining and justifying their classroom strategies. Such videos and papers are now going to be collated and put into a searchable database for teacher preparation. Last year 6200 teachers were certified so there are, at a minimum, 12,000 videos. *(Ron Thorpe of the National Board of Professional Teaching Standards)*

### Expediency

Who carries out the data collection? As teachers often respond in ways that they feel they should it is important to consider this when designing a survey. This can make it difficult to implement reform as teachers are adept at meeting required practice, although this is useful as it protects children from the 'madness' of political whim.

## Reflections in table discussions:

### **A macro picture**

Is education a property of academic community, wider society, democracy? The bigger macro picture of society is important- the relationships in democracy are important to reflect on what kind of approach we want to take in research.

### **Role of policy makers**

What is the role of policymakers in bringing change to the education? The common approach is to treat policy as an implementation of decisions. Rather policy should be seen as a form of constant deliberation.

### **Freedom and autonomy**

Are freedom and autonomy necessarily good for every single school? With freedom and autonomy better schools perform better while poor schools are left behind with the lack of support. This implies a strong need for cooperation at the community level – in building up schools' capacities and expertise in evaluation. How do we rank? Governments, schools and children share the same apprehension when test results are published. The same question is asked - How do we rank?

### **Accountancy for cultural differences**

While there are clear differences in values between "north' and south" how are they accounted for? Is it due to differences of performance or is it to be explained by Anglo-Saxon cultures which are manifested in test questions and assignments? Reflecting on the Norwegian experience, it is commented that there are national/cultural values that are not acknowledged in international studies. 'We're proud (we value them highly) of a lot of things in our educational system that PISA or such studies will never capture/reflect".

### **In-school factors**

How much of student achievement can be accounted for by in-school factors? 'When we measure student achievement we need to remember that around 50 per cent has nothing to do with schools' it was said, a reference back to school effectiveness studies in which most of the attribution for student attainment is down to influences out of school. Research into the school effect does, however, serve to dispel the 'myth that schools didn't make a difference as it was all about inherent ability and social composition'.

### **Assumptions**

On what assumptions does evaluation rest? Evaluation may rest on two different assumptions, one is that as all teachers are not competent enough there have to be external controls on their performance, the other that evaluation serves to raise professional standards to build a profession. Systems of evaluation will necessarily vary based on these differing assumptions. The question this raises is - How to achieve the balance between evaluations which discourage teachers from entering or continuing in the profession and government's need to ensure a quality education for all its citizens? The need for national indicators may be justified by reference to both of these assumptions. Currently in different countries, who has the power or authority to conduct and enforce evaluation?

### **Punitive or supportive**

Following from this, the evaluation environment may be punitive or supportive. Stricter forms of accountability may take the form of discriminating among teachers and applying sanctions or as serving professional development strategies which support teachers professional enhancement.

□ **A single set of protocols?**

What opportunities exist within an accountability framework for creating an accountability system whose focus is formative, capacity building and forward looking? Are there inevitable tensions between accountability and improvement or can they be reconciled within a single set of protocols? Is it possible to create indicators, standards and means of improvement in a de-contextualised settings?

What initiatives need to be taken if we are to move from an instrumental view of improvement to one in which teacher-led strategies, collaboration and quality assurance are centre stage? And how can teachers be encouraged to assume ownership of this? As a profession, people in that profession (teachers) have to be skilled enough to make judgments about the quality of their professional ethic and impact.

**Trust**

As this relies on professional trust what can be done to engender trust? And if trust has broken down how do you move ahead or rekindle trust? Can the profession itself be trusted to work within its own frame of reference and its own quality assurance processes?

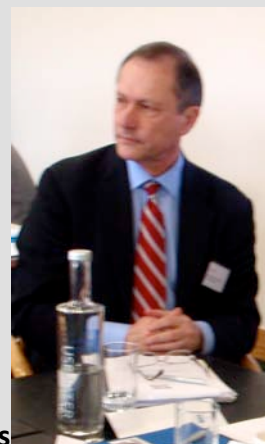
While teachers must have autonomy, mastery and purpose in their work, what is the nature of oversight and accountability without diminishing the trust?

The case of Ontario is cited as a useful model. A relatively low level trust within the system overcame the issues by working with the unions and setting the road for positive change. With evaluation carried out ethically, teachers will participate willingly.?

What does teacher education offer in relation to trust, mastery and autonomy? Teacher education focuses well on issues such as career progression but performs relatively poorly in relation to those key professional issues.

**National Standards**

In the US, teachers certified by the National Board of Professional constitute only 3 per cent of the total, only 100,000. Many US students are not, as a consequence, being taught by Board certified teachers. The challenge is how to move 100,000 to a million. This is the National Board effort to build the continuum of what national standards should look like to be a teacher. Many teachers currently in post do not have anything except their experience of being students guiding them. By comparison, when medical students in the US start to practice, you know and trust they are good doctors. That is not the case with teachers. Teacher training which lasts for only a year, or even three years, is insufficient to produce the excellence required to educate the young people of today and adults of tomorrow.



### □ **Meaningful Standards**

What holds us back, it is argued, is the inability to set the standards in the profession that are meaningful; in that vacuum, another mode of operation fills the vacuum, that is outside standardised evaluation. In the US context as evaluation is focused on narrow measures, or made by inexperienced evaluators, the search for the quick and easy forms of evaluation commends itself.

Where evaluation is misused, as in Kyrgyzstan, for example, where inspectorate checks are used to punish school staff, teachers are naturally reluctant to expose themselves to evaluation.

In the UK, it is claimed that schools which are inclusive and have altruistic aims are penalised by the current system of school evaluation. While it is easy for selective schools to be outstanding, the 'worst' 200 schools in the country are in highly challenging social and economic areas.

While it is in the public interest to have mechanisms to evaluate teachers, instruments to do so should not be in the hands of bureaucracy but community – school, community structures and community activists instead of some detached government body. Teachers are excellent evaluators for each other, and do not simply go easy on one another. When given the responsibility they can be rigorous critics.

### **The TALIS factor**

How are the TALIS data used in different countries? It is necessary to interpret the results from any international comparative study contextually and to use it in best way that takes account of the cultural and political context. Differences in the way crucial terms are perceived can account for systematic errors in the studies which may serve to explain drastically low results of some countries. In this situation there should be an accurate contextual interpretation of the term in order to have comparable results.

Teachers should be involved in all levels of TALIS, TIMMS's planning and interpretation and we have to help in providing instruments for that. Organizing seminars to inform different stakeholders how to use the results of TALIS would be a step forward, bringing in people from the best performing countries in order to see how they achieved the results. Lower performing countries could then benefit from such opportunities for peer learning.

### **Autonomous professionals and collaborative colleagues**

As evaluations are essentially political entities how could they be more effectively structured to support more bottom-up change? Many teachers who fail in their first year become great teachers later on. However, when not supported they leave the profession very quickly. When the purpose of the system is formative it opens more space for collaboration, and teachers themselves do want clear feedback to improve, as it helps them to make their work better and to develop professionally. There is, nonetheless, a problem in using experienced teachers as exemplars as this can lead to pressure.

'There should be an opportunity to evaluate each other on a peer basis that's not punitive'. As new teachers enter the profession their immediate concerns are with their own classroom. They may not have much congress with their colleagues, often left alone and without support and development to take a holistic view of the school as a community. This is learned over time but only if structural and cultural factors enable them to be both autonomous professionals and collaborative colleagues. 'If I was a head I would use a wellbeing scale for developing teachers.'

'The poorer the support in the system, the higher the punitive nature of the system. Perhaps more support should be incorporated into evaluation. Instead of Quality Assessment and Evaluation (QAE), the practice could be renamed Quality Assessment and Support (QAS).'

'If every teacher believes they make a difference in students' achievement, ask 100,000 teachers how do you know you are making a difference, then take from it what a good evaluation system will be'.

### **Involving students**

Students too can provide formative insights 'In our school we train students to observe lessons. This has interesting outcomes'.

## Reflections in plenary:

Whose right is it to define what it is to teach effectively?

To what extent does this rely on a profession open-minded enough to engage with challenges from different sources?

How can we define what 21st century education ought to, and might, look like?

To what extent might education systems be accountable to their local communities instead of to government bodies? What skills does this then imply when engaging with local and school communities?

### Questions of leadership

How is leadership defined? To what extent does it change over time? Do different schools need different kinds of leaders? Is there a stage theory for leadership? Do leaders need to re-invent themselves from time to time to avoid 'a dip' in vitality and commitment? Is there a process by which school leaders develop from mistrust of colleagues to having enough confidence to distribute leadership?

From an English perspective: there are 40,000 schools in England. Are there 40,000 outstanding leaders?

Responding to questions about the effectiveness of England's National College in developing leadership capacity, it was said that 'they don't understand leadership in context and their idea of leadership is outdated' and too focused on 'effectiveness'.

Recently in the UK, government statutes are being sent to schools without much detail but tied to dissolution of local authorities, opening the door to new forms of system leadership.

The idea of pairing a lower performing school with a high performing school is seen as not particularly helpful. 'Schools should be paired not with outstanding schools but schools that have improved and used to be like them', together with opportunities for schools to work collegially with universities and international partners.

### Questions of role and responsibility

As we move from the School Effectiveness and School Improvement era and into one with a focus on the quality of teaching and learning and the role this plays in the education system, who takes responsibility for the quality of teaching and learning and who represents the profession? What is the role of Teaching Councils?

It brings us back to the essential purpose of schooling for young people. Clarity on this lays the foundations for trust which flows from a common conviction and commonality of purpose. "The discussion should be concerned less with building 'a profession' and more concerned with the roles and responsibilities within the education system".

From an English perspective: there is potentially more of a role for schools to work with universities. Teaching schools are not the only answer.

### And finally

We need to confine evaluation and data collection processes and supplement that with more careful data integration and designing visions of the future of education on the base of existing data.

Unions should be part of constructing a self-evaluation process. Mainstreaming self-assessment and self-evaluation is an important one. Advocacy may help in promoting reflexive behaviour.

How do we retain teachers? Some decide that teaching isn't for them and some go to other schools. When you interview, it's important that beliefs and values of the individual match up with the institution. We may start with the critical mass of teachers who would be practising summative evaluation and projecting their experience on other teachers.



## Comments from different countries:

### Belgium

To what extent do teachers themselves wish to be evaluated, in what way by whom and how often? To what extent is resourcing an issue or obstacle in developing good evaluation practices? In many systems teachers may never have been consulted about external review, inspection or school self evaluation. It comes with the job. Nonetheless, it is often attended by frustration, particularly where teachers feel that there is a lack of 'deep understanding of dynamics inside the classroom', rarely perceived or taken into account during the evaluation process. How much depends on the quality of school leadership, mediating the quality assurance process?

### Croatia

A project on self-evaluation involving more than 100 schools has shown very positive results. There is, however, no external evaluation except in a "box ticking sort of way;". The adoption and use of self evaluation depends on school climate, leadership and nature of the support teachers enjoy, hence highly variable from one school to the next.

### South Africa

Teacher evaluation is described as 'a random experience'. Evaluation reports are described as 'very weak' and the Planning Commission for all sectors in the country relies on a system of summative evaluation with pre- and post- interventions to identify teachers' needs.

### Kazakhstan

Policy in relation to teachers and understanding of teachers' work relies on periodic evaluation.

### Kyrgyzstan

Policy priorities have to deal with a looming teacher shortage. Does this imply that teachers with lower qualifications and less experience will be recruited to fill the gaps? Commenting from a US viewpoint, as teaching is an aging profession, unskilled and untrained teachers are recruited but then posted to the poorest and most underprivileged of schools.

### Ireland

Resistance to evaluation was driven by a concern that the English precedent - league tables and a performance driven culture, would be imposed there. The exemplar is cited of curriculum change in Ireland which took ten years to develop. The development was 'messy' and took time but teachers, as part of the development team, did have ownership and as a consequence teachers did have trust in what was developed.

### USA

Evaluation, where it occurs, relies on narrow measures, or made by inexperienced evaluators, searching for the quick and easy' ('drivebys'). Alternatively, formative evaluation can promote a more collaborative environment among teachers. It is not threatening, multidimensional, and creates standards by and with teachers. Teachers want and need more 'actionable' feedback. Formative evaluation is rich, multi-dimensional but requires resourcing. Hence this is where the conversation ends and often, instead, the quickest, cheapest forms of evaluation are sought. For a quality evaluation system to be useful teachers must know that something will be changed by it. This will not happen if it is high stakes. Punitive effects are higher when the support systems are poor, the poorer the support system the higher the punitive assessment. Is this because politicians would like someone else to carry the blame and they do not invest in the support system?



## Session 3: Towards a Professional Future

Facilitator: Tony MacKay, Australian Institute for Teaching and School Leadership



**John Bangs**  
**Senior Consultant, EI**

Schools are moral places and for many children are unique sites for social development. Given increasing perceptions that the streets are dangerous, for many children also, schools are the sole places where they make friends and develop socially. They are places of optimism and essential to the growth and stability of communities.

Schools' wider importance, in addition to their centrality to learning and teaching, places enormous responsibility on the shoulders of teachers. For this reason there needs to be a systemic approach to teacher quality, teacher learning and enhancing teachers' capacity as professionals.

If they aspire to be outstanding educationally, countries cannot opt out of having national strategies for their teaching professions owned by and developed with teachers. They need to withstand the twin pressures of total devolution of control to schools and cuts in support for teacher learning.

In short, high quality education systems provide the conditions for creating teaching professions which are self-motivating, self-regulating and which, themselves, sustain and enhance teacher learning, capacity and self-efficacy. Integral to this approach is the idea of every teacher having the confidence to take initiatives and lead in their discipline and the creation of policy.

A systemic approach should entail the creation of structures in which teachers can develop such as learning networks, pedagogic 'banks' of successful practice and professional councils for self regulation.

As the OECD says, successful education reform cannot be embedded unless it has been developed in partnership with teachers and their organisations. The opportunity now exists, more strongly than it has done for years, for Unions to provide the sites for their members and for all teachers in which they can develop professionally. The risk of 'producer capture' is far outweighed by the risk of a 'balkanised' and demoralised teaching profession.

## **Professor Nina Bascia**

### **Director, Collaborative Educational Policy Programme, Ontario Institute for Studies in Education**

Currently we are in an era of international recognition of the importance of strong teacher unions and of hope that teacher union-government partnership will be a feature of the future of the teaching profession. How realistic is this? How well-equipped are teachers' organizations to take a leadership role in reconfiguring teachers' role in educational policy as well as practice?

In the world we know, when formal education officials initiate educational reform and improvement, teacher unions often have been "absent from the table": they have not been viewed as legitimate decision makers by government, and their actions and comments have often been viewed as antithetical and obstructive to good educational practice. At the same time, there is a small body of evidence on the characteristics of teacher unions that remain responsive to their own members, work on important educational reform issues, and may manage to persuade the public, and government, to support rather than undermine teachers' role in shaping educational policy and practice. These characteristics include the development of an alternative educational paradigm that articulates a coherent understanding of the positive relationships between conditions of teaching and quality of student learning and between policy and practice - and the ability to persuade not only their teacher members but also others of the legitimacy of this new paradigm.

## **Philippa Cordingley**

### **Chief Executive, Centre for the Use of Research and Evidence in Education (CUREE)**

This paper argues that since learning sits at the core of professional identity, and since modelling is fundamental to the learning process, logically teachers' own learning should contribute to the profession's future in increasing teachers' confidence and efficacy and in making the benefits of effortful learning visible to pupils.

The presentation uses a summary of the evidence about what makes a difference for pupils and teachers in professional learning as a springboard for demonstrating the contribution that making this a priority could make to the future of the profession. Key components of professional learning explored in this way include the keys to effectiveness in relation to:

- \* the drawing down of specialist expertise
- \* the power of structured peer support
- \* professional dialogue
- \* focusing on why as well as how things work
- \* sustained enquiry oriented learning
- \* learning to learn from observing the practice of others
- \* ambitious goals set in the context of aspirations for pupils
- \* protocols to help secure coherence, sustain learning and secure depth
- \* tools make evidence collection and analysis manageable and useful



It also highlights important evidence that promoting and modelling professional learning is the single most effective contribution school leaders make to pupil learning. In effect the paper offers a warning against making the same mistakes about teacher learning we were making 10-15 years ago about pupil learning; against focusing on what CPD providers do to teachers at the expense of celebrating and revealing teachers own contributions to their professional future.

**David Istance**  
**Senior Analyst, OECE**

The first part of the presentation focused on the OECD Innovative Learning Environments (ILE) review of learning research (*The Nature of Learning: Using Research to Inspire Practice*, OECD 2010) that has distilled directions and messages for the design of learning environments. These directions and messages may be extended into their implications for teacher professionalism: the implications proposed combine high levels of knowledge and pedagogical expertise with an informed awareness of the nature of learning and of students' wider lives and the world outside the school, and the ability to work collaboratively with a strong focus on design and leadership.

The second part of the presentation focused on scenarios, beginning with the original set developed over a decade ago in the now-completed *Schooling for Tomorrow* project by David Istance. This set was presented to illustrate that how we think of teachers and the future of the profession go immediately to our preferences regarding the future shape of education more broadly.

A set of four possible futures for the educational workforce were then presented that emerged from *Schooling for Tomorrow* but not published at the time. These, deliberately avoiding nightmare scenarios such as 'meltdown', are:

- Scenario 1: Universal Knowledge Professionalism
- Scenario 2: Universal Extended Professionalism
- Scenario 3: The Solar System - differentiated 'planetary' services orbiting the teaching profession
- Scenario 4: De-schooling - Many Professionals, No Teaching Profession

It was proposed that these are still valid frameworks for clarifying preferences regarding the future shape of the teaching profession.

**Gordana Miljevic**  
**Centre for Education Policy (CEP)**



The presentation gave an overview of the Education Support Program/Open Society Foundations (ESP/OSF) efforts to promote education justice in South East Europe (SEE). During 2007, OSF partners from 10 SEE countries identified education policy-practice gap in relation to equal opportunity and democratic school governance, particularly regarding parental involvement. The two robust regional comparative studies, involving 2,197 school principals and more than 11,100 parents, have shown that parents' participation in the life of school is largely formal. It is perceived as desirable but schools' offer is poor and those most in need (the poor, Roma) receive the least.

The research evidence in SEE shows that teachers, the natural link between school and families, have an individualistic culture and do not receive education for social inclusion, building school – parents – community partnership, and research and leadership skills during their initial education and CPD.

To empower teachers for reaching out to parents, particularly the most vulnerable ones, the International Teacher Leadership (ITL) project has introduced the teacher leadership model developed by University of Cambridge to about 100 schools in 10 countries, involving about 1000 teachers. ITL has provided teachers with support and the tools to develop the necessary skills and knowledge, which increased their self-esteem and confidence in leading school development. The continuation of ITL beyond its lifetime, growing numbers of schools, and possible mainstreaming indicates the importance of the research based approach working WITH all concerned – not for them.

Finally, building on the findings and experiences, the proposals for national qualification frameworks for teachers in Western Balkan countries is being developed through the regional dialogue, horizontal learning and exchange between the all stakeholders. This is a participatory, dynamic process reflecting the very CPD itself.

## Final Reflections and table discussions:

### Quality

Quality needs to be multi-dimensional and balanced across all three dimensions: system/political, parents/students, professional. This is difficult because, for example, parental views may differ from those of the professional. If school is construed as a broader concept – beyond bricks and mortar to all stakeholders involved in learning - we may begin to see a clearer and more robust notion of quality.

### Unions

What is the role of the unions in relation to the profession? Unions were created to guard the needs of teachers. These do not reflect parental views/pupils needs. Relationships between teaching and government are strained and unions are needed. Some groups of workers in the US, e.g. car workers, are able to successfully negotiate and have dialogue with government on a range of work related issues. Teacher unions need to step up and make noise about their professional stance. Professional bodies need to be evidence informed and able to read/ interpret evidence accurately. This includes the unions.

### Politics

Education is too important to leave to politicians. This means creating mechanisms for a voice in the profession. While there are contextual constraints as to what knowledge can or could be shared, governments and schools don't talk to each. Governments need to ask themselves why the number of private schools are rising.

### Professionalism

We should be aiming for extended professionalism building the confidence of the profession to define what is realistic and a priority for our teachers. Schools themselves should play a central role in identifying what teacher professionalism is, its role and value of schools in the communities. The professionalism of teachers will come from communities and schools working together.

### Schools as moral and social places

Schools are a moral and social place and their role is also to provide a safe place, sometimes the only place parents and public can rely on. They foster deeply important human values. People who come into teaching without a moral purpose gain this simply from being involved in a moral community.

Learning and teaching has a moral purpose. All of us must be globally aware and think beyond our classroom, school, community, country and hemisphere.



## Final remarks

**Mary Metcalfe:  
The shared  
narrative**

The OECD commitment of putting teaching and teachers first should be applauded. The notion of teachers as ‘citizens’ suggests a role beyond compliance to one with a moral and civic purpose. It challenges the instrumental nature of accountability and the paradigms that currently predominate in policy thinking and language. The agenda, which is set in the publication *The Future of the Teaching Profession* and which has been the seminal strand through the conference, has been to engage and sustain a commitment to professional values and practice that establishes a revitalised shared narrative. This is held in common and goes beyond current conceptions of accountability and improvement.

**David Istance:  
Making the  
invisible visible**

Leadership for Learning strikes a resonant chord with OECD priorities as to the future of schools and the future of teaching and learning. The OECD has taken a close and continuing interest through the eighties and nineties not only with school-wide issues and international comparisons but also with teachers and teaching (*cf Teaching Matters*). There is a lot of invisibility in what teachers do, complex and hidden strengths which various strands of OECD research are attempting to make visible, so as to develop a stronger evidence base. TALIS has focused on leadership while CERI (The Centre for Educational Research and Innovation) has been researching forms and formats for practitioners, not to genuflect to current practice but to take it forward.

**David Edwards:  
Generate, go  
deeper and get  
going**

Educational International (EI) has maintained a continuing engagement with social justice issues. This challenged the complacency of teachers who too often simply wait for governments to make policy, not seeing themselves as holding the potential, particularly collectively, to be proactive in shaping and influencing policy. The forthcoming Summit in New York in March offers an opportunity to influence the agenda, EI acting as a go-between on government policy and the classroom. The need now is to push the agenda forward with initiative, flexibility and responsiveness to the voices of the profession. This implies more border crossing, bringing together how universities think, how governments think and the important role of the vital few - the influential few.

**John MacBeath:  
Data is for  
dialogue**

A hallmark of a profession is its capacity for self evaluation, developing and owning the criteria for judgments of quality and the nature of evidence. In the early days of OECD when indicators were being developed they were talked about as hard measures, dashboard warning lights, and as tin openers. The last of these describes the way in which teachers can use data to open issues, explore meanings and follow the differing pathways in which data may lead inquiry. The notion of ‘reciprocal vulnerability’ mentioned in plenary discussions stands in sharp contrast to the description of schools as High Reliability Organisations (HROs) in which mistakes or failure are intolerable. The Glasgow teacher in an inner-city had on the wall of his science lab this injunction: ‘If at first you fail – try again fail better’.

## Appendix 1. Programme

### Future of the Teaching Profession Seminar

Møller Centre, Churchill College, University of Cambridge

Thursday 16<sup>th</sup> – Friday 17<sup>th</sup> February, 2012

The purpose of the seminar is to explore research and policy in relation to teacher quality and the development of the teaching profession. It will not only inform the future of teacher policy generally but also contribute to events such as the forthcoming 2012 Summit on the Future of the Teaching Profession and the OECD's 2013 Teaching and Learning International Study.

It has been designed to offer maximum contributions from all participants. Each of the three sessions programmed for the two days includes brief presentations to offer stimulus for discussions that will be facilitated both in plenary and in small groups. A paper written by John MacBeath *The Future of the Teaching Profession* is offered for debate.

#### Thursday

- 1pm Registration and buffet lunch
- 2pm Welcome: *Professor Peter Gronn*, Head of Faculty of Education
- Keynote address: *Professor Emeritus John MacBeath*

#### STATE OF NATIONS - THREATS AND OPPORTUNITIES

- Panel:
- Guntars Catlaks*  
Research Co-ordinator, Education International (EI)
- Dirk van Damme*  
Head of the Centre for Educational Research and Innovation (CERI),  
in Organisation for Economic Co-operation and Development  
(OECD)
- David Frost*  
International Teacher Leadership Project, Leadership for Learning,  
University of Cambridge Faculty of Education
- Facilitator: *John Bangs*, Senior Consultant, EI
- 5.30pm Session ends

7pm                      Drinks reception followed by buffet dinner  
Toast from Aleesha Taylor, Open Society Foundations (OSF)

**Friday**

9am                      Coffee and registration

GETTING THE MEASURE OF TEACHING – WHAT WORKS IN TEACHER POLICY

Panel:                    *Professor Peter Dahler-Larsen*  
Department of Political Science and Public Management,  
University of Southern Denmark  
*Kristen Weatherby*  
Senior Analyst, TALIS, OECD

Facilitator:             *Sue Swaffield,*  
LfL, University of Cambridge Faculty of Education

12.30 – 1.30            Buffet lunch

TOWARDS A PROFESSIONAL FUTURE

Contributors:          *John Bangs*  
Senior Consultant, EI  
*Professor Nina Bascia*  
Director, Collaborative Educational Policy Programme,  
Ontario Institute for Studies in Education  
*Philippa Cordingley*  
Chief Executive, Centre for Use of Research and Evidence in  
Education (CUREE)  
*David Istance*  
Senior Analyst, OECD  
*Gordana Miljevic*  
Centre for Education Policy (CEP)

Final reflections:     *John MacBeath, LfL*  
*Mary Metcalfe, OSF*  
*Dirk van Damme, OECD*  
*David Edwards, EI*

Facilitator:             *Tony Mackay, Australian Institute for Teaching and School  
Leadership*

The seminar is made possible with the generous support of Open Society Foundations.



## Appendix 2. Participant list

First name	Surname	Organisation
Panaytious	Antoniou	Faculty of Education, University of Cambridge
Nazipa	Ayubayeva	Nazarbayev Intellectual schools, Kazakhstan
Sheila	Ball	Ark Academy and International Teacher Leadership Project
John	Bangs	Education International
Paul	Barnett	Barnwell School and International Teacher Leadership Project
Nina	Bascia	OISE / University of Toronto, Canada
Lorna	Bertrand	Department of Education, UK
Andrew	Bethell	ABA Education Consultancy Ltd
Daaiyah	Bilal-Threats	National Education Association
Birgitte	Birkvad	Education International
Simon	Breakspear	Faculty of Education, University of Cambridge
Guntars	Catlaks	Education International
Philippa	Cordingley	Centre for the Use of Research & Evidence in Education (CUREE)
Megan	Crawford	Faculty of Education, University of Cambridge
Caroline	Creaby	Researcher
Peter	Dahler-Larsen	University of Southern Denmark
Ed	Dorrell	Times Educational Supplement
David	Edwards	Education International
Amina	Eltemamy	Researcher
Michael	Evans	Faculty of Education, University of Cambridge
David	Frost	Faculty of Education, University of Cambridge
Maurice	Galton	Centre for Commonwealth Education
Peter	Gronn	Faculty of Education, University of Cambridge
Roar	Grottvik	Union of Education, Norway
Bob	Harris	Harris Consulting
Harold	Hislop	Department of Education and Skills, Ireland

Paul	Holdsworth	European Commission - DG Education and Culture
Chis	Ingate	Birchwood High School and HertsCam
Lawrence	Ingvarson	Australian Council for Educational Research
David	Istance	OECD
Phil	Jones	Institute of Education, University of London
Majda	Josevska	Researcher
Lana	Jurko	Network of Education Policy Centres, Croatia
Anne-Berit	Kavli	Norwegian Directorate for Education and Training
Godwin	Khosa	JET Education Services, South Africa
Lida	Kita	European Training Foundation
Tünde	Kovač - Cerović	Ministry of Education & Science, Serbia
David	Libbert	Teachers Media
John	MacBeath	Faculty of Education, University of Cambridge
Tony	MacKay	Australian Institute for Teaching and School Leadership
Grzegorz	Mazurkiewicz	Jagiellonian University, Poland
Maureen	McLaughlin	U.S. Department of Education
Colleen	McLaughlin	Faculty of Education, University of Cambridge
Hugh	McLean	Open Society Foundations
Mary	Metcalfe	Open Society Foundations
Gordana	Miljevic	Centre for Education Policy (CEP), Serbia
Pumzile	Mlambo-Ngcuka	Umlambo foundation, South Africa
Aiden	Mulkeen	National University of Ireland Maynooth
Sigurjón	Mýrdal	Iceland Ministry of Education, Science and Culture
Olu	Ogunbode	TIEC Group
Giorgio	Ostinelli	University of Bologna - DFP Breganzona (Switzerland)
Kirsten	Panton	Microsoft
Hans	Ruesink	Ministry of Education, Culture and Science, The Netherlands
Ken	Ruthven	Faculty of Education, University of Cambridge

Ruth	Sapsed	Faculty of Education, University of Cambridge
Düishön	Shamatov	University of Central Asia
Anne	Sliwka	Heidelberg University of Education
Marco	Snoek	Hogeschool van Amsterdam / EC TWG Professional Development of Teachers
Justin	Stone	American Federation of Teachers
Sue	Swaffield	Faculty of Education, University of Cambridge
Krystian	Szadkowski	Researcher
Aleesha	Taylor	Open Society Foundations
Nurbek	Teleshaleyev	Researcher
Ron	Thorpe	National Board for Professional Teaching Standards
Lizzy	Toon	Researcher
Tony	Townsend	University of Glasgow
Dirk	Van Damme	OECD
Paul	Warwick	Faculty of Education, University of Cambridge
Carole	Waugh	Researcher
Kristen	Weatherby	OECD
Tessa	Welch	South African Institute for Distance Education
Dierdre	Williams	Open Society Foundations

## Appendix 3. Biographies of contributors

### Future of the Teaching Profession Seminar

Møller Centre, Churchill College, University of Cambridge

Thursday 16<sup>th</sup> – Friday 17<sup>th</sup> February 2012

#### Planning committee:



#### **EI (Education International)**

[www.ei-ie.org](http://www.ei-ie.org)

Education International is the voice of the teachers and other education employees across the globe. A global federation of about 400 unions in more than 170 countries and territories, it represents 30 million teachers and education employees in education institutions from early childhood to university.

Birgitte Birkvad represents the European Trade Union Committee for Education (ETUCE), the European region of EI.



#### **Leadership for Learning**

[www.educ.cam.ac.uk/centres/lfl](http://www.educ.cam.ac.uk/centres/lfl)

Leadership for Learning (LfL) is a network based in the University of Cambridge Faculty of Education. It is concerned with learning, leadership and their inter-relationship. LfL work's with practitioners, schools and organisations is linked to scholarly engagement with international researchers, and to the interface with policy makers. The network's operations and influences are at local, national and international levels.



**CERI (Centre for Educational Research and Innovation)**

[www.oecd.org](http://www.oecd.org)

CERI stands for Centre for Educational Research and Innovation. CERI was set up in 1968 as an independently funded programme by member countries and other organisations. It has established an international reputation for pioneering educational research, opening up new fields for exploration and combining rigorous analysis with conceptual innovation. CERI's staff membership is made up of international experts and CERI is a major division of the OECD Directorate for Education.

Effective teaching and teachers are key to producing high performing students. TALIS is the first international programme to focus on the learning environment and the working conditions of teachers in schools. TALIS fills important information gaps in the international comparisons of education systems. It offers an opportunity for teachers and school principals to give their input into education analysis and policy development in some key policy areas. Cross-country analysis from TALIS allows countries to identify other countries facing similar challenges and to learn from other policy approaches.



**Open Society Foundations**

[www.soros.org](http://www.soros.org)

The Open Society Foundations work to build vibrant and tolerant democracies whose governments are accountable to their citizens. To achieve this mission, the Foundations seek to shape public policies that assure greater fairness in political, legal, and economic systems and safeguard fundamental rights. On a local level, the Open Society Foundations implement a range of initiatives to advance justice, education, public health, and independent media. At the same time, we build alliances across borders and continents on issues such as corruption and freedom of information. The Foundations place a high priority on protecting and improving the lives of people in marginalized communities.

## **Contributors:**

### **John Bangs**

John Bangs started his career as a teacher. He joined the National Union of Teachers (NUT) in 1990 as the officer responsible for special needs and for the English National Curriculum and its assessment. In 1993 he was appointed Assistant Secretary (Education/Equal Opportunities). His department covered all areas of education and equal opportunities policy.

He was responsible for the NUT's wide-ranging research programme. Research projects have included ground-breaking work on school self evaluation, pupil behaviour, curriculum and assessment and the professional lives of teachers. He is responsible for drafting the NUT's education policy documents including "Bringing down the Barriers" and "A Good Local School for Every Community". He initiated and oversaw the NUT's teacher Professional Development Programme and was responsible for the NUT's policies on professional development. He was also responsible for the NUT's work with OECD.

Since leaving the NUT he has focused primarily on teacher policy and the interface between the teaching profession and government. He has been appointed special consultant for Education International-the largest global confederation of teacher organisations. His role at EI is to promote its policies within OECD and, as such, he chairs the OECD's Advisory Committee for Education and Training representing teachers and lecturers. He also represents EI in the organisation of the annual Global Summit of the teaching profession hosted by the US government. His role in Education International, focusing on OECD education policy making and research, linked with his work at the Faculty of Education at Cambridge University enables him to be at the leading edge of international teacher policy development and the latest developments on education system comparators.

John believes that "Reinventing Schools, Reforming Teaching" the book he has co-authored with John MacBeath and Maurice Galton contains profound lessons for government initiated reform.

### **Nina Bascia**

Nina Bascia earned her doctorate at Stanford University in Administration and Policy Analysis. She has been a professor at the Ontario Institute for Studies in Education (OISE) since 1991. She has been conducting research on teacher unions, starting with her doctoral dissertation, including studies of the relationship between unions and the social context of teachers' work, teacher leadership, unions' reform achievement, their internal organization and its consequences for union effectiveness. In addition, her research has focused on the relationships between educational policy and teaching and learning. She has conducted evaluation studies for various organizations including the Ontario Teachers' Federation, the Canadian Teachers' Federation, the National Education in the U.S., and the Ontario Ministry of Education.

Among Nina's publications are a number of international handbook chapters and books, including *The contexts of teaching in secondary schools: Teachers' realities* (1990), *Unions in teachers' professional lives* (1994), *Making a difference about difference: Life histories of racial minority immigrant teachers* (1996), *The sharp edge of educational change* (2000), *The international handbook on educational policy research* (2005) and *Learning through community: Exploring participatory practices* (2009).

Nina is the Founding Director of the Collaborative Educational Policy Program at OISE, a cross-departmental initiative that brings together faculty and students from nearly every graduate program and discipline for cross-disciplinary courses, seminars and research initiatives.

### **Guntars Catlaks**

Guntars Catlaks is currently research coordinator at Education International.

His work includes monitoring ongoing research as well as undertaking original surveys worldwide in the fields of education quality, equal access and teacher employment, development and work conditions. His primary focus is on current education policies in these areas.

An important aspect of Guntars' work is the exchange of information among the EI Research Network's affiliates.

Guntars previously worked as an expert and coordinator in education policy analysis. He has particular experience in social sciences and citizenship education, as well multicultural/bilingual education and reform policies in Central Eastern Europe. Guntars has working experience as a teacher, curriculum developer, textbook writer and researcher both in native Latvia and internationally.

Born in 1963 in Riga, Guntars graduated from the University of Latvia as an Historian in 1986, and received a Doctorate in History in 1995. He has been affiliated with the Latvia Institute of History, Ministry of Education, Soros Foundation - Latvia, Indiana University and the Centre for Civic Education (USA). Between 2002 and 2004, Guntars was Director of Civitas International – world association of civic educators in Brussels.

### **Philippa Cordingley**

Phillipa Cordingley is Chief Executive of CUREE. As adviser to many different government agencies she has instigated, designed and developed a range of strategies and teacher support programmes to promote use of research and evidence as a means of enhancing teaching and learning. Philippa led the development of the National Framework for Mentoring and Coaching and many research and evaluation projects focused on transferring learning at scale, building the evidence base for a curriculum for the 21st century and the work of the Sing Up Programme and on the effectiveness of CPD provision offered by 75 national providers for TDA. She is a member of Sheffield University's Research Advisory Group and the Sage Gateshead/ NESTA Music and STEM project board. She is Vice Chair of a school governing body and chair of the Impact of CPD Review Group. Philippa is also an honorary Fellow of the College of Teachers.

### **Peter Dahler-Larsen**

Professor Peter Dahler-Larsen, PhD is director of the Master Program in Evaluation at Department of Political Science and Public Management, University of Southern Denmark. His research interests include institutional, cultural and political aspects of evaluation and its direct and indirect use. He is particularly interested in the constitutive effects of evaluation, i.e. how evaluation shapes problems, interventions, practices and people.

He is past president of European Evaluation Society. He was recently part of a comparative project describing quality assurance and evaluation systems in schools in UK, Scotland, Finland, Sweden and Denmark. See Ozga, Dahler-Larsen, Segerholm and Simola: *Fabricating Quality in Education. Data and Governance in Europe*, 2011. Another publication is P. Dahler-Larsen: *Learning-Oriented Educational Evaluation in Contemporary Society*, in Ryan & Cousins: *The Sage International Handbook of Educational Evaluation*. His most recent publication is P. Dahler-Larsen: *The Evaluation Society*. Stanford University Press, 2012.

### **David Edwards**

David works as a senior policy analyst in the international relations team of Education International's largest member organisation, the National Education Association, in the USA.

The NEA international relations team manages its membership in EI; articulates NEA's policy in international forums, and maintains communication with EI-affiliated national education unions around the world. The team also monitors and works with the United Nations, inter-governmental agencies, and international non-governmental organisations on issues that affect children, education, the education profession, women, as well as human and trade union rights.

Prior to working with the NEA, David was an education specialist at the Organisation of American States; a project coordinator in Bolivia, and a teacher of German in Ohio.

### **David Frost**

David Frost is a member of the Educational Leadership and School Improvement team in the Faculty of Education and one of the founder of members of 'Leadership for Learning: the Cambridge Network'. His research focuses on 'leadership for learning' with a particular emphasis on teacher leadership. Through partnerships with schools and local authorities he has developed strategies for supporting teachers as agents of change and activists in the creation and transfer of professional knowledge.

He is the founding editor of the journal 'Teacher Leadership'. He has recently directed the 'Pupil Influence and Participation project' commissioned by the GTCE and the evaluation study of the 'Learning to Lead' programme. He currently directs the International Teacher Leadership project.

David is coordinator of the HertsCam Network which includes a masters programme the 'HertsCam MEd in Leading Teaching and Learning' and the award-bearing, school-based 'Teacher Led Development Work' programme. He also collaborated with the National Union of Teachers in facilitating the Learning Circles programme. He provides academic supervision at both masters and doctoral levels.

### **Peter Gronn**

Peter Gronn is Professor and Head of the Faculty of Education at the University of Cambridge, where he is also a Fellow of Hughes Hall. He was previously professor at Monash University (2003-7), where he held a personal chair appointment, and the University of Glasgow (2007-8).

He has had a longstanding research, teaching and publishing interest in leadership (for which he has received a number of national competitive research council funding grants) as well as numerous aspects of policy, management, history, biography and qualitative research. Two recent projects have been conducted in the areas of head teacher recruitment and retention, and another in the preparation of school leaders through coaching. He has also worked in the area of professional standards and he was a consultant to the Australian Council for Educational Research on the project "Standards for School Leadership". He also co-authored the Country Background Report for Australia, which formed part of an OECD international project on school leadership (2006-7).

Peter has had extensive research experience in government and non-government school systems in Australia and the UK. He is a member of a number of refereed journal editorial boards and is a regular reviewer of manuscripts for leading journals in education. Current research projects include a study of the motivational and expectancy factors which influence the choice of teaching as a career.

### **David Istance**

David Istance is a senior member of OECD's Centre for Educational Research and Innovation (CERI), and heads up its work on Innovative Learning Environments. Previously, he ran the forerunner Schooling for Tomorrow project. He has written or directed, alone or with others, many reports and articles. Among these from OECD are: The Nature of Learning: Using Research to Inspire Practice (2010), Innovating to Learn, Learning to Innovate (2008), and What Schools for the Future? (2001).

His interest in schooling and teachers is longstanding and he was author of the 1990 OECD report The Teacher Today, and co-author of the 1989 OECD report Schools and Quality: An International Report. He also writes the overview publication Education Today: The OECD Perspective (most recently 2010) and is a co-author of another CERI overview publication Trends Shaping Education. He has also written extensively about lifelong learning and equity and much of his research in Wales in the 1990s was on excluded young people.



He is an Honorary Visiting Professor at Cardiff University and is on the boards of the European Journal of Education, KEDI Journal of Education Policy and the International Partnership Network. Before his current spell at OECD David was a teacher and researcher in Cardiff and Swansea universities, and his original undergraduate and post-graduate education in the 1970s was at Oxford University.

### **John MacBeath**

John MacBeath is Professor Emeritus at the University of Cambridge, Director of Leadership for Learning: the Cambridge Network (<http://www.educ.cam.ac.uk/centres/lfl/>) and Projects Director for the Centre for Commonwealth Education (<http://www.educ.cam.ac.uk/centres/cce/>). Until 2000 he was Director of the Quality in Education Centre at the University of Strathclyde in Glasgow.

As well as his interest and research on leadership he has, for the last decade, worked with schools, education authorities and national governments on school self-evaluation. Five books on self-evaluation have been addressed mainly to a teacher and senior management readership. These include *Schools Must Speak for Themselves*, *Self-Evaluation in European Schools*, *Self-evaluation: what's in it for schools?* *Self-evaluation in the Global Classroom* and *School Inspection and Self evaluation* - all published by Routledge and now in twelve European languages. All of these books derive from collaboration with schools, with teachers and school students, the *Global Classroom* book being written mainly by school students from eight different countries. *Issues in School Improvement*, a CD-rom resource for schools in Hong Kong, contains many of these self-evaluation tools in both English and Chinese while a recent addition to self evaluation and inspection Hong Kong is an interactive website illustrating good practice in Hong Kong special, primary and secondary schools.

He has acted in a consultancy role to the Organisation for Economic Co-operation and Development (OECD), UNESCO and ILO (International Labour Organisation), the Bertelsmann Foundation, the Prince's Trust, the European Commission, the Scottish Executive, the Swiss Federal Government, the Varkey Group in Dubai (Emirates) and the Hong Kong Education Department. He was a member of the Government Task Force on Standards from 1997-2001 and was awarded the OBE for services to education in 1997.

### **Anthony Mackay**

Anthony Mackay is CEO, Centre for Strategic Education (CSE) Melbourne, Chair, Australian Institute for Teaching and School Leadership (AITSL), and Deputy Chair, Australian Curriculum, Assessment and Reporting Authority (ACARA).

Tony is Co-Director of the Global Education Leaders Program (GELP) and Chair of the Innovation Unit Ltd, England. He is a consultant advisor to OECD/CERI.

Tony is the Immediate Past President of the International Congress for School Effectiveness and Improvement (ICSEI) and is a founding member of the Governing Council of the National College for School Leadership in England.

Tony is an Honorary Fellow in the Graduate School of Education at the University of Melbourne, a Board Director of the Australian Council for Educational Research, the Asia Education Foundation, and the Foundation for Young Australians.

Tony's policy advice, consultancy and facilitation work focuses on education strategy for Government Departments, Bodies and Agencies, think tanks and leadership teams in Australia, Asia, Europe and North America.

### **Mary Metcalfe**

Professor Mary Metcalfe first taught as an unqualified teacher in 1974 in the field of remedial reading. She has a Teachers Certificate, a Bachelor of Education (University of Zimbabwe), and a Masters in Education, and a Diploma in Specialised Education (both from University of the Witwatersrand). She worked as a teacher and a principal of a remedial centre before working in

teacher education at the Johannesburg College of Education and at the University of the Witwatersrand (Wits) from 1982 to 1994.

She was elected as a member of the African National Congress in the Gauteng Provincial Legislature in the first democratic elections in 1994 and was appointed as the Member of the Executive Council (MEC) for Education in Gauteng where she served from 1994 – 1999. She was appointed as MEC for Agriculture, Conservation, Environment and Land after the 1999 elections, and served until 2004. She indicated her wish to return to work in Education and was released from her seat in the Provincial Legislature and her role as Deputy Speaker to join the University of the Witwatersrand as Head of the School of Education where she had the task of bringing together the Johannesburg College of Education and the Wits Education Faculty into a single School. She served as Head from 2004 to 2009 before joining the new national Department of Higher Education and Training as Director General in 2009 where she worked on the development of a post-school education and training system.

While on special leave at the end of 2010 and early 2011, she has been volunteering as the Project Manager leading the development of a Professional Institute for Teacher Development for the South African Democratic Teachers' Union. She is a Visiting Fellow on the Soweto campus of the University of Johannesburg, and a Visiting Adjunct Professor at the University of the Witwatersrand. She has been a member of the Open Society Foundations General Education Sub-Board since 2006.

She joined the Development Bank of Southern Africa as Lead Sector Specialist: Social Infrastructure in May 2011.

### **Gordana Miljevic**

Gordana Miljevic is Program Manager at Center for Education Policy, Belgrade since August 2011. She is currently managing the project focusing at improving teachers' professionalism through the development of proposals for the National Qualification Frameworks for teaching profession in the five Western Balkan countries. Prior to joining CEP, she worked for five years as Senior Program Manager at ESP. Her tasks included providing conceptual and technical assistance to Soros Foundation education programs in the South East Europe.

Since 2007 she has been leading the regional research and evidence-based advocacy initiative involving 2200 principals in 8 countries, and 11,000 parents from 10 countries in South East Europe. The initiative has informed advocacy on the inclusion of minorities across the region with tangible results in policy and practice for inclusive, democratic school governance. She has also introduced International Teacher Leadership project to SEE as a vehicle to promote and support teachers' innovations and creativity primarily, but not limited to, for involving the parents in the life of schools, particularly the parents from vulnerable and socially excluded groups.

Gordana is interested in teachers' professionalism and their role in fostering education justice. From 1993-2001 Gordana worked as an author, teacher trainer, and workshop facilitator for the Serbian NGO "MOST" which is dedicated to pursuing capacity building for democratic changes. From 2001 onwards she worked for the Ministry of Education and Sports of the Republic of Serbia as the head of the Department for International Cooperation and also as a Senior Advisor on international and donor cooperation issues. She has also worked as a high school teacher, school counsellor and a freelance translator. Gordana holds a BA in Psychology and English language from the University of Zagreb, has good understanding of the Russian language and is fluent in Croatian, Serbian, and English.

### **Sue Swaffield**

Sue Swaffield is a member of the Leadership for Learning academic group in the Faculty of Education University of Cambridge and a founder member of Leadership for Learning: the Cambridge Network. Sue's teaching and research interests are within the fields of educational leadership, school improvement and assessment. Leadership for learning, critical friendship for headteachers, and assessment for learning are particular interests.

Current research activity includes investigating support and challenge for headteachers, and with the Faculty's Centre for Commonwealth Education Sue is engaged in a collaborative development and research programme building headteachers' leadership capacity in Ghana. This involves working with headteachers, directors, and system leaders throughout the country, and researching the applicability of the LfL framework and principles to Ghana. She co-directed the Wallenberg funded Leadership for Learning Carpe Vitam project working with schools and universities in seven countries. Sue was also a member of the ESRC/TLRP Learning How to Learn project involving 40 schools and five universities in England, and of the team that carried out the DfES funded evaluation of Schools Facing Exceptionally Challenging Circumstances project.

She teaches on the Doctoral, Masters and Certificate programmes at the Faculty, co-ordinating the Educational Leadership and School Improvement MEd and MPhil.

Sue is an Associate/Executive Editor of the two international journals: 'Professional Development in Education' and 'Assessment in Education: Principles, Policy and Practice', and is on the Editorial Board of 'Reflective Teaching'. Her work in Higher Education builds on previous experiences as a teacher and adviser.

### **Aleesha Taylor**

Aleesha Taylor is the Director of Special Projects for the Open Society Foundations' Education Support Program. Her responsibilities include strategic support to the Ministry of Education in Liberia, management of a global critical thinking for quality education initiative, the development of the Network of Education Policy Centers (NEPC), and development of innovative financing mechanisms for the education sector. Aleesha has worked to create the Private Sector/Private Foundation Constituency for the EFA-FTI's Board of Directors. The EFA FTI is responsible for disbursing over \$2 billion USD for education reform in developing countries. She currently represents the Constituency on the Board's Financial Advisory Committee.

Prior to joining OSI in July 2007 as a Senior Program Manager, Aleesha was a Lecturer in the Department of International and Transcultural Studies at Teachers College, Columbia University, where she also completed her doctoral studies. At Teachers College, she designed and taught courses on gender and development, educational policy studies, and human rights. Her research in the field of international educational development centered on community participation in educational governance and policy processes in East Africa. Aleesha also holds degrees in psychology from Spelman College and the Graduate Faculty of the New School for Social Research, New York. She is a member of the Council of Foreign Relations.

### **Dirk Van Damme**

Dirk Van Damme currently is Head of CERI (Centre for Educational Research and Innovation) in the Directorate for Education at the OECD in Paris. He holds a PhD in educational sciences from Ghent University and is also professor of educational sciences in the same university (since 1995). He also was part-time professor in comparative education at the Free University of Brussels (1997-2000) and visiting professor of comparative education at Seton Hall University, NJ, USA (2001-2008). Besides being an academic he has been professionally involved in educational policy development in various capacities between 1992 and 2008, from 2004 to 2008 as chief of staff at the cabinet of Mr Frank Vandenbroucke, Flemish minister of education. In 2004 he served also as executive director of the RAGO, the organization of public schools in the Flemish Community of Belgium. One of the reform projects he was responsible for was the reform of teacher education in Flanders. His current interests are innovation in education, comparative analyses of educational systems, new developments in the learning sciences and knowledge management in education. At the OECD he is responsible for CERI and for the Teaching and Learning International Survey (TALIS).

### **Kristen Weatherby**

Kristen Weatherby started her career as a teacher of 12-14 year olds in the United States before moving to Microsoft, where she managed components of their worldwide education initiative

Partners in Learning. She developed and ran Microsoft's global Innovative Schools programme, which began in 12 schools and now reaches over 4,000 around the world. Kristen then moved to the United Kingdom to manage all of Microsoft's education programmes, working with government, teachers and schools to help integrate ICT into teaching and learning.

She has a Masters degree in Education from the University of Michigan and is currently pursuing a PhD from the University of London's Institute of Education.

**We would also like to thank the following researchers who documented the key points from the day:**

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