

Working with the wall reflections

- John MacBeath (Lfl Network) continues the conversation

Background

This invitation-only seminar – *The ‘Quality Education for All’ Challenge* (October 2014) – was the third in an annual series organised by a planning committee that includes colleagues from Education International (the global federation of teacher organisations), the Organisation for Economic Co-operation and Development’s Centre for Educational Research and Innovation (OECD/CERI), Open Society Foundation and Leadership for Learning: the Cambridge Network (Lfl) at the Faculty of Education, University of Cambridge.

The event was smaller than in previous years, so that everyone could engage meaningfully and have their voices heard and documented, both before, during, and after the seminar. Before the seminar, all participants were invited to submit short statements (approx. 500 words) that responded to the themes of the seminar. These were synthesized into a short paper by the planning group to support the dialogue when together and were also edited into a series of extracts arranged by theme, as well as produced in full. These papers are available at:

<https://www.educ.cam.ac.uk/centres/lfl/projects/seminarseries/qualityeducationseminar.html>

The event itself combined two keynote presentations and some short inputs by participant contributors. Andreas Schleicher’s presentation is available as a film at:

<http://sms.cam.ac.uk/media/1817359>.

Pauline Rose’s slides can be viewed at:

<https://www.educ.cam.ac.uk/centres/lfl/projects/seminarseries/qualityeducationseminar.html>

There was plenty of time in plenary and small discussion groups and everyone was invited to document their conversations and questions with notes posted on the room wall. These were reported on during the event itself to support ongoing reflections and are now reproduced unedited and in full in this paper. They have been collated into seven issues by John MacBeath who offers his further questions and reflections in response.

1. Questions of purpose
2. Politics and politicization
3. PISA, paradigms and problems
4. Pedagogy
5. Professionalism
6. The uses and misuses of data
7. Evaluation and self-evaluation

1. Questions of purpose

What is the role and purpose of education? Is there an essential difference between 'learning' and 'education', the latter describing a formal institutional context and credentialising system, the former a human instinct? Is formal education a cure for inequity, or a source of inequity? Can it compensate for inequality? Or is it a source of inequality? Does it divide rather than unite? How much depends on the 'political backstory'?

If the costs of inequality are 'unsustainably high', what different strategies do we need to secure better and more equitable access to learning for all? Is this a cost or an investment? To what extent are pedagogical decisions guided by ethical values? What account is to be taken of education as not simply concerned with cognitive domains, but essentially as addressing social and emotional development? Underlying pedagogical decisions are learning intentions and ethical values, which raise the question - Is teaching an individual or collective profession? Is teaching with high expectations a sufficient 'attitudinal antidote to inequality'? Does the solution lie in attracting better teachers?

Wall posts:

- *Pedagogical decisions? Guided by purpose: learning intentions and ethical values.*
- *Should education adapt to the development of the society and the economy, or should education's main role be to influence the development of society?*
- *Learning – vs. – education. How do we problematize this tension in a meaningful way?!?*
- *Learning is a human instinct. Education is a man-made institution. Education has to move on as society changes.*
- *I understand very well the plea to address 'education' not 'learning'. However for many 'education' is seen as synonymous with what is on offer through the formal education system, when for many the need for innovation is precisely because of shortcomings in many education systems. And we are increasingly learning outside the formal system. So often it boils down to how we understand 'learning' or 'education'.*
- *We heard 'education' seen as synonymous with credentialing systems – so very different associations with "education"*
- *Is Education a cure for inequity, or a source of inequity? Education starts by dividing people into those abler from those weaker, by very artificial "standards".*
- *Is teaching an individual or collective profession? School as learning community implies that every teacher should be concerned with success of everyone as much as him/herself!*

- *Despite the numbers and data, we still don't know enough about the political and social backstory that creates the conditions for systemic change.*
- *Given the current lack of NC Level Descriptors in England it is driving some schools to buy all kinds of snake oil from private publishers (and from the web).*
- *Redefine learning:*
 - Learning ≠ "learning outcomes"*
 - Learning ≠ class-room learning*
 - Learning ≠ test scores*
- *How to combine:*
 - Knowledge*
 - Data, and*
 - Judgement together through*
- *The most powerful message from Andreas is that education can compensate powerfully for social inequality. But... a Key Question: what kind of education does compensate for inequality?*
- *Spending more equitably on education is more efficient as an investment strategy than other forms of investment. The price of inequality has become unsustainably high.*
- *Focus on learning (student-teacher)! Change the profession! Attract better teachers.*
- *Powerful maxim: teaching with high expectations is an attitudinal antidote to inequality*
- *The opening keynote is a great synthesis of good research on correlates of student outcomes in math, language and science. We should be mindful that learning is multidimensional and includes cognitive domains, as well as social and emotional development*
- *Perhaps we need different strategies for securing access to learning – core literacy/numeracy/social-collaboration skills for developing powerful knowledge to enable meaningful, purposeful, moral growth? Do we know how to see/identify meaningful literacy and numeracy uses in local communities and how to make stepping stones*
- *Important, resonating comments: 1). Role of theory critical – adaptive expertise of professionals; 2) Tyranny of 'common sense' in education – threat to progress; 3) Work-based professional learning for teachers.*

2. Politics and politicisation

Is our discourse too depoliticised? Have we taken into account unintended consequences of the global discourses and decision-making? Ultimately we come up against politics, short termism and re-elections every five years and the challenges to education in an increasingly polarised/radicalized world. If we are to reach global goals a priority is to address deeper structural, more long-term, concerns and vested interests. But, is the political commitment to equity and quality a 'big IF'?

Why should 'developing' countries follow the path already traveled by the 'developed' world? What are the issues and pitfalls in scalability? Factors critical for teachers' professional development in 'developed' countries may be less apposite for teachers in developing countries or in the global south. How might we identify and benefit from uncelebrated, 'stifled' voices and 'rich counter narratives'? What is the role of universities in contributing to these?

Wall posts:

- *I'm concerned about the 'depoliticised' way in which we are discussing some issues. For example, Andreas' assertion that participation in PISA for development would be fully voluntary was rather outrageous. We must focus attention on unintended consequences of global discourses and decisions.*
- *Ultimately we come up against politics. We need to recognise that if we are genuinely committed to "equity and quality" (a big IF – parental self-interest dominates and skews, and politicians need to be elected) we need certain aspects of education (curriculum, pedagogy, assessment) outside party political control.*
- *Does the short-termism of electoral democracy i.e. thinking only as far as the next election, privilege policies that prioritise "low-hanging fruit" rather than policies that address deeper structural, more long-term, concerns?*
- *The challenge with many of the "wonderful" locally developed ideas/innovations/"solutions" is usually scalability. But doesn't this become a problem if only we think in terms of 5-yrs terms for politicians?*
- *The discussion of equity of education cannot be separated from the political discussion about equity and distribution in society.*
- *Why should 'developing' countries follow the path already travelled by the 'developed' world?*
- *As we talk about post 2015 global goals for 2030 – we need to think about the increasingly polarised/radicalized world – how does the global policy making in education + development take into account or engage in conversation with the most radicalized elements of the global society. Think about the case of Malala Yousafzai as case in point!*
- *How might the factors critical for/and the needs of teachers re professional development that Andreas highlighted be different or similar if we focus on teachers in developing countries / the global south?*
- *We need EVIDENCE RICH COUNTER NARRATIVES that draws from interventions and research and that are developed or embedded in local experiences.*
- *In England:
Policymakers stifle opportunities for HEIs to collaborate by introducing competition – and then 'inspecting' them and making suspect judgements.*

This time could be used to develop & 'grow'.

- *How do we get teachers' voice/opinion/concerns to meet academia? How do the two 'voices' to meet to exchange and debate?*
- *What's the role of universities in contributing to EFA Globally if they are to become improvement oriented? A. Identifying small, local, great forms of practice/contextualised capacity) building plus connecting them up with each other plus bigger data sets to act as a counter narrative*

3. PISA, paradigms and problems

The PISA presentation raises key issues of quality and equality, competence and character. How might we characterise a quality environment? How do we recast the equity/quality debate "beyond" PISA? Does the focus on PISA data narrow our view of what is important? Does it contribute to improving practice? Does it move learners to action and emphasise the role of education in transforming society (and not just 'outcomes')? And how sensitive is it to the demographics, politics and diversity of cultural expectations? And how sensitive to differences in rural and urban environments? What may be the unique features of Shanghai, Japan Singapore, Hong Kong or South Korea that explain their apparent success in PISA 'league tables'? Or to what extent do these same measures pertain in Malawi? What are the pitfalls in comparing aggregated data? And, especially in a context of fragmentation and privatisation in education.

How might we measure the growth of moral purpose within the teaching profession or school systems, or evaluate processes that may enable the growth of moral purpose? Yet to get a measure of these we would 'need to know what progress looks like'. Where are the countries who have successfully managed to value the "whole education" of their children? How can we learn from them? How might education post-2015 goals look differently, if they were driven and shaped by ways in which deep learning is fostered? And in light of the four pillars defined by UNESCO?

Wall posts:

- *Beware PISA's focus becoming/being accepted as the proxy/definer of quality education. Need to be much more expansive in thinking about what is quality education for all – different countries, sectors, groups of children – that takes context into account but is not limited to the local teachers' views of relevance.*
- *Quality education means:
Quality process
Quality teaching
Quality environments*
- *Not (just) outcomes.*
- *If PISA reports anonymised countries could this ensure a focus on policy messages) re equity + learning – rather than on league tables.*
- *To what extent does PISA relate to four pillars of UNESCO:
Learning to be
Learning to do*

Learning to know

Learning to work together

- *Shouldn't PISA also look into political (i.e. social-democratic majorities or authoritarian), and ECONOMICAL realities in participating countries.*
- *Education still weak in knowledge management – especially knowledge related to practice and implementation*
- *I have this massive frustration. There is so much we know about teaching and learning, so many inspiring ideas but we are driven by narrow measures (partly PISA) that limit education, most notably for the disadvantaged.*
- *The key question is what data is needed to improve practice? The aggregate data we have does not adequately allow us to do this.*
- *PISA is a great idea that measures equity and quality but it falls short as an adequate defining reference for quality education for all. – For me, as long as there is no balance between competence and character as the fruits of education, such education cannot be described as quality education.*
- *Need to be careful on cultural explanations for “East Asian” success – dominated by key cities, e.g. Shanghai – may not apply in rural areas for example.*
- *If Massachusetts state is quoted rather than USA – then it would perform as well as Shanghai – which is the selected data used by PISA?*
- *In the classroom in Malawi with 100 children and a teacher with 4 weeks training the data we are considering have little meaning. The data is only useful at national and global levels as basis to change policies.*
- *To what extent does an emphasis on literacy and numeracy define a ‘floor’ rather than a ‘ceiling skylight’?*
- *Policy without data is just opinion (Andreas Schleicher). Data without theory is just data.*
- *“Learning systems” with international benchmarking as “Eyes and Ears” → is that what it is? What about feedback loops? Teacher Agency?*
- *When we say that PISA doesn't measure everything – what should we conclude? That we should measure everything?*
- *PISA:
Low-ranked are never motivated
Ranking → Deficit model
“Catching up” → loss of pride
How can a reform succeed if you are not proud of it?*
- *If many of the PISA policy conclusions, which are sympathetic to equity and inclusion – and to teacher empowerment – are only correlational should we reject them?*
- *How do we recast the equity/quality debate “beyond” PISA*

- *How to include moral values (tolerance, human rights, etc.) in the concept – and measurement – of educational quality?*
- *To measure things we value like emotional + social development + learning approaches + cognition, we need to know what progress looks like? Which fields/disciplines can help with this? How well developed are these...?*
- *How might the education post-2015 goals look differently if they were driven and shaped by knowledge of how schools work, how deep learning is fostered, how measures, assessment and evaluations can be used to spur relevant improvements, rather than by politics or viewing this as a technical exercise?*
- *We are talking about systems at a time when in some countries there is increasing fragmentation/privatisation in education.*
- *Where are the countries who have successfully managed to value the “whole education” of their children and have had the confidence to say there is more to education than the PISA headlines? If this is Singapore, Hong Kong, South Korea, why does this aspect not attract more attention?*

4. Pedagogy

Are we actually restricting the space for transformative pedagogy, in what is termed ‘a tyranny of Common Sense’? Given systemic obstacles is there a danger of perpetuating inequality by focusing on unattainable goals? What do we understand by 21st century skills? How can pedagogy be put to the service of developing students’ identities as citizens, actors, collaborators, members of their community as well as in respect of what they know and can do? To what extent can the innovative uses of technology contribute to this purpose and to capacity building at system level? Is education not, after all, about transforming society?

In face of adverse political influence, a priority is to hold on to the powerful gains we have made in pedagogy. How then would we move from a low collaboration system with less autonomy to a high collaboration system with more autonomy, exploiting the power of local initiative to drive reform? Where is the leverage for radical change? If politicians ask for improvement they must give room for co-operation in schools – and give room and funding for professional development.

Wall posts:

- *Pedagogy: The practice of the teaching profession.*
- *Capacity building for teachers ought to focus on pedagogy that:
Brings 21st century skills into subject teaching;
Innovative use of technology to have technology become the driver for innovative pedagogy.*
- *To what extent does the use of terms such as “equity” and “education for ALL” actually perpetuate inequality by forcing a focus on an unattainable goal rather than reflecting the reality of the way in which societies are inherently unequal and stratified and the way in which education perpetuates inequality. Are we actually restricting the space for transformative pedagogy?*

- *We have to hold on to the powerful gains we have made in pedagogy – collaboration – Assessment for Learning – and not let it/them slip away given the negative influences we face. Use available networks – get heads on board.*
- *How would one move from a low collaboration system with less autonomy to a high collaboration system with more autonomy?*
- *Pedagogy and professionalism: [The following points] all part of same process → Align.*
CPD
Design, evaluate → iteration cycle
Collaboration
Induction
Experimentation
Research
- *Pedagogy is not meaningful if focussed only on knowledge (however powerful) + skills; it has to work in the service of developing students' identities as citizens, actors, collaborators – it has to engage with values + ethics we haven't done our jobs if we only help people become "clever".*
- *Pedagogy needs to move beyond a tyranny of Common Sense to develop/engage with underpinning rationale/theory + meaningful purpose! It needs to be geared to, + to evaluate itself, in the context of how our students act as citizens/members of their community as well as what they know + can do. (cf. OLE in Hong Kong).*
- *Pedagogy: Teaching needs to be elevated profession on all levels:*
Collaborate as partners:
University (teacher training)
Schools (discretionary powers)
Teachers themselves (ethos, collaboration)
Government/district → Hybrid roles
- *One piece in discussion on pedagogy that was missing for me is the need for pedagogy to move learners to action. This re-focuses us on the role of education in transforming society.*
- *Pedagogy is not meaningful if focused only on knowledge (however powerful) + skills; it has to work in the service of developing students' identities as citizens, actors, collaborators – it has to engage with values + ethics we haven't done our jobs if we only help people become "clever".*
- *Pedagogy and didactics are matters you develop together with others – Never alone. If politicians ask for development they must give room for cooperation in schools – and give room and funding for PD. Development does not come out of the blue!*
- *Individualised Learning: Are the assumptions made consistent with evidence linked to outcomes? Hattie found much lower effect sizes for individualised learning than for collaborative learning. A focus on the teacher and the child – opportunity cost for a class rather than intensification of learning support, to all children through a learning community?*
- *Myths – Learning styles myth. Evidence shows disadvantaging impact of learning styles approached anti-educational. Children need a wide range ways of accessing into – wide range ways of accessing into – kinesthetic experience important for all learners – all learners need access to meta-cognitive*

strategies. *Risk* – so-called equity strategy does harm. More attention needed to evidence as effective pedagogy

- *If it is true there would be no gender gap for Maths if we could help girls believe they can succeed if they try hard + trust their teachers...:*
 - Is the obverse true for boys + literacy?*
 - Would making it clear that mathematics is actually about mathematical thinking/reasoning + communication in mathematical learning communities – would that help girls believe they can succeed?*
- *Teachers need STRUCTURAL TIME FOR COLLABORATION*
- *What do teachers, especially primary teachers, need to do this?*
- *How to balance leverage of political will and local initiative by the profession to drive reform.*

5. Professionalism

The debate over professionalism and what constitutes a profession has provided a rich and continuing dialogue. What distinguishes this profession, it is suggested, is moral purpose. This distinguishes it from industrial models and rests in turn on professional judgment and sustained conversation, recognizing and addressing the tensions – ‘employees or professionals? Generals or foot soldiers? Targets of reform or actors in reform’? Ought that professional ongoing dialogue be transparent, open to public scrutiny, and tested by appeal to developing knowledge and research?

Teachers, it is argued, need to be partners in the reform process with ‘resilience’ in the face of obstacles, courage of conviction in the face of diminishing status, and with a sense of ‘collective self efficacy’ and openness to challenge. However much the pressure and impatience of policy directives, schools and their leadership need to ‘make time’, not allowing professional development to ‘fall through the cracks’. This is inextricably bound up with purposes and protocols of professional accountability, teachers as proactive in their role and, in alliance with unions, re-asserting the value of quality for all and ‘how to get there’, while eschewing ‘cheap magic solutions’. ‘How do we achieve the 2030 goals without this?’

Wall posts:

- *Professions are characterised by their access to and production of verifiable research – informed knowledge, which drives practice. Education as a profession should be no different. Therefore, the ongoing development of the profession should have research-informed pedagogy at the centre of the enterprise.*
- *It is important to define ‘professionalism’ in ways that do not place it in tension with ‘pedagogy’. Pedagogy tends to place the student at the core; professionalism tends to place teachers at centre.*
- *Professional judgements are at the heart of pedagogy and this seems to get lost in all the noise about routines and methods.*

- *There is a tension between a) saying teachers “know best” and are the arbiters of professional judgement and b) opening up to visibility + collaboration. The aim should be to reduce the tensions so as both to engage teachers AND to open up schools.*
- *Tensions in Pedagogy and professionalism could be very productive.*
- *There is a risk of being dazzled by formal tests. Really investing in teachers’ ability to make informed professional judgments re progress is probably more important to enhancing life chances.*
- *A focus on teachers as drivers of education quality in the classroom is premised on the notion of teachers as life long learners + engaging in continuous professional development. However, the providers of CPD often fall through the cracks! Often the teacher (or educator) are locked in a paradigm that is no longer appropriate to the increasingly global and technological world.*
- *That the teaching profession underdeveloped in many countries is not an argument for problematising teachers. Cheap, magic solutions such as on-line programmes as a substitute for teachers will make matters worse. The teaching profession has to be a partner in the reform process and, yes, challenged, but teachers are indispensable!*
- *Technical expertise is not sufficient – at the core of teacher professionalism is moral purpose. If we can mobilise this, the pursuit of technical expertise will surely follow*
- *Building teachers’ resilience, in the face of massive pressure to reduce attention to goals that are easily measured, requires the building of collective self-efficacy and professional knowledge about how to evaluate learning processes.*
- *Professional practice requires a CONVERSATION among teachers, sharing practice, challenging one another, but only if there is time, space, shared leadership – a genuine powerful community of practice– extending and challenging!*
- *Lack of analysis of obstacles. Why is so difficult change professionalism?
5 types of obstacles:
Economic
Institutional
Knowledge
Political
Cultural*
- *A different model from old industrial model:
Professional
Design based
Collaborative*
- *How to introduce into education?*
- *Melbourne University redesigned its teacher education around ‘Clinical’ principles → more classroom experiences, but with theory and data. The feedback shows that the teachers who graduate feel better prepared and more satisfied, and that the schools, who hire them view them as very high quality.*

- *If we value our teachers and see them as professionals, we must value their Professional Development, at all stages in their career and we must 'make time' for this to happen not expect them to do it addition to their existing workload.*
- *Powerful collaborative process + driver of development = lesson → study → common place learning. In Japan → but needs time + support from school leaders.*
- *Teachers and Professionalism: Are the principles for action the same in rich and poor countries?*
- *I think that the profession does need to be more proactive in asserting its role:
in reimagining the teaching space in the modern era
in leading public debate about education*

BUT

It is on the back foot and defensive given the assault on teaching as unnecessarily high 'input cost' and all the strategies that unfold to diminish teachers

- *Professionals need to be accountable to those they serve + to the standards of practice of the profession. We need mechanisms to facilitate this.*
- *I think the word 'professional' has an unavoidable relation with the one considered as professional and the beneficiary – the client. We may, philosophically speaking, need to avoid the use of "professionalism" because it is too inwardly pointing. It should bring together a sense of balance between the professional and the client of the professional. Professional – teacher professional development should be shaped by the continual need of the client (the student), which is informed by his/her society's dynamics.*
- *Opening up the classroom, making visible what happens in the classroom, what teachers are doing, so that teachers will get the recognition they deserve. But also teachers will be able to improve their practices and to collaborate. They can act as "ambassadors" of the teaching profession.*
- *Does the teaching profession want visibility? Or do they feel they should be trusted and left alone? Or, should pedagogy be opened up and visible so that teaching can be trusted?*
- *Professional Councils of teachers represent an opportunity for Unions to facilitate the sharing and moderating of professional practice and knowledge. They cannot however be imposed as an alternative to teacher unions.*
- *Collaboration among teachers takes time. Do we know enough about how teachers use working time outside teaching, and is time constraint the reason for too little collaboration?*
- *Teachers:*
 - Professionals – employees*
 - Generals – foot soldiers*
 - Targets of reform – actors of reform*
 - Concern about students – concern about themselves*
 - Autonomous – follow instructions*
- *Shouldn't local players (teachers, communities, learners, etc.) be part of the discourses about "quality for all"? And in exploring possible ways to get us there?*

- *How do we reconcile the notion of teacher professionalism with improving teaching/learning/results in developing countries? We need to improve teaching in order to meet the 2030 goals, but that involves improving the quality of teachers, getting the right teachers in the profession, training them, encouraging them to work together – essentially developing and nurturing a teaching profession. How do we achieve the 2030 goals without this?*

6. The uses and misuses of data

To what extent does the emphasis on data lead us into ‘deficit thinking’ and ‘counter productive influences’ as to what we prioritise and what we value and affect ‘what teachers do’ on a daily basis? Is the data we gather having a tangible impact on the quality of life and learning? The pursuit and nature of the evidence can lead to unintended/counter-productive effects. Is it blinding us to untried solutions that may lie within classrooms, schools, and communities as, for example in Latin America and Sub-Saharan Africa?

It is crucial to address the influence and power of the measurement industry, the language of outcomes and targets. The call is for new forms of judgements or metrics. What kinds of data might have more diagnostic uses and help us understand more fully the change process – data that is trustworthy, that is put to the service of understanding the ‘how’ of improvement?

Wall posts:

- *What would it take to give most teachers the kind of access to and facility with educational data that Andreas displayed in his presentation? Who could help teachers to develop those abilities? We need more data/evidence that informs classroom practice that increases quality.
Not just data at system level
Impacts on what teachers do*
- *Sometimes the very numbers we gather create counter productive influences for children: “I’m in the worst school in Queensland, so what’s the point!”*
- *Data can show diagnosis or treatment (using medical language). We need more data about treatments, which should give more comprehension of change process.*
- *How possible is it to address the power + interests of the education measurement industry without simply refusing + rejection*
- *Are “learning outcomes” the wrong emphasis for global goals? The focus is on children instead of systems. Perhaps learning outcomes should be the indicators, not the goals or targets*
- *Pauline Rose’s presentation was powerful and compelling. Measurement/Number – do provide a powerful call for action BUT if we do not invest in the trustworthy what makes a bigger difference evidence at the same time, and we don’t attend to the evidence of unintended/counter-productive effects, then we risk harm, e.g. students self-report on own grade has great influence on future success/teacher assessment work displacing pedagogical work. Substantive investment needed in the ‘how’ of improvement. Assessment needs to serve improvement.*
- *To Pauline Rose: But what can educated students in developing countries expect? For example, even if we achieve EDUCATION FOR ALL (despite issues in quality) what can children/youth realistically expect in terms of further education or employment opportunities? Alternatively, what do developing*

countries need to do to ensure that going to school + succeeding is attractive to children and their families?

- *Problem in using numbers as a call for action – e.g. no's not achieving basic literacy and numeracy in sub-Saharan Africa + Latin America is risk of:
deficit thinking
failure to spot extent to which solutions lie within those communities, e.g. those who do succeed there have potential to be lead learners/Mentors + to build on that. Ditto teachers + school leaders*

7. Evaluation and self-evaluation

What is high quality? Who defines it and how will we know when we see it? Who are the producers and consumers of data? Where are the systems that produce high-quality learning? There is a voluminous literature on the subject but to what extent is it neglected by current measures of accountability? What then ought we to 'measure' and to what extent should this be driven by teachers, by schools, by countries themselves? And how will assessment and evaluation serve to direct resources to where they are most needed and so avoid unintended consequences?

What would 'illuminative' and well-calibrated self-evaluation look like? How might it help to make learning more visible and reveal the tangible impact of teaching on the lives and learning of students? How do we ensure that we measure what we value, rather than just what's easy to measure?

Wall posts:

- *The theme is 'Evaluation and Measurement' but we are neglecting the concept of evaluation. We need to bring the literature on evaluation to bear on this debate – Eisner, Robert Stake - and all that jazz.*
- *Self-evaluation?
Who's questioning?
Who's producing data
Does it include local/school 'snapshots' → use other than 'usual suspects' to identify high quality*
- *Self-evaluation of countries:
Determine purpose
Measure inputs
Measure access
Measure learning
Measure outputs
Driven by countries themselves*
- *How do we ensure that we measure what we are about rather than just what's easy to measure?*
- *The question of unintended consequences has come up again and again. How do we design for those consequences? Look for different kinds of accountability measures and quality control. PLCs like in Singapore and Shanghai offer an interesting model.*

- *What do we need to measure to direct resources where they need to go in order to improve quality and learning outcomes?*
- *We need to develop complementary, contextualised professional and community judgements/metrics re whether whatever is being developed is making a difference to the quality of life and learning in their communities.*
- *Another form of a) making learning visible and b) well-calibrated self-evaluation.*
- *Developing such metrics would mean identifying where literacy and mathematics are at work in learners' lives so helping teachers making learning visible.*
- *If there are characteristics of systems that 'produce' quality → then can we infer/identify characteristics of classroom practice that collectively contribute to that quality?*
- *We have discussed assessing – but not the HOW. Are we to continue assessing students in a rigid 19th century style – or to move into this century, letting them use technology and address real world problem solving?*
- *Come back illuminative evaluation – all is forgiven!*
- *Quality education for what? It is for sustainable change and alleviation of poverty? So what is poverty here? Only material? No, moral, etc.
Quality education for who?
I guess everyone but perhaps primarily for students/children – our future leaders?
How much space, if at all, do these consumers (students/children) get to express what they think and want?
Politicians can impose policies on teachers, and teachers can impose their ideas and pedagogies on students. But remember this will backfire because we can force the donkey to the sea shore/water but we can't force it to drink the water. Students should be part of the discussions of policies that affect them.*