Innovation, evidence and reform: Interrogating the vocabulary of change in teacher education
Where I’m coming from

• Teacher educator and researcher 1997 -

• Supporting Assessment for the Award of QTS [Qualified Teacher Status] project, Teacher Training Agency 1999 – 2002

• The Pedagogies of Teacher Education for Urban Schools/The Work of Teacher Education (Transforming Teacher Education, 2015)

• Creating a new Department of Education at Brunel University London (2013 – 2016) and leading it through a high-stakes Ofsted inspection of ITE (2013 – 2016)

• NOKUT (Norwegian Ministry of Education) Advisory Panel on Teacher Education Reforms (2017 – 2020)

• Examiner at Queens University, Belfast (2004- 2008); St. Angela’s College, NUI (2017 - )

• Innovations in Teacher Development (KCL)/New Designs for Teacher Development (KCL)/Teachers College Educating the Teacher Educators (2016 - )

• KCL – Teachers College joint Centre for Innovation in Teacher Education and Development (2018 - )
EDUCATIONAL INNOVATION
THE CHALLENGE OF EVIDENCE-INFORMED CHANGE

Opening Keynote address
2.30pm Friday 13 October
Professor Colleen McLaughlin
University of Cambridge

Closing Keynote address
11.30am Saturday 14 October
Professor Viv Ellis
Kings College London

FRIDAY 13 & SATURDAY 14 OCTOBER 2017, CROWNE PLAZA, DUNDALK
keywords liberation media naturalism ordinary peasant racial sex tradition underprivileged violence welfare

Raymond Williams
Innovation

Innovation (n); innovate (v., trans. or intrans.); innovative (adj.).
N, the action or process of innovating
N, a new method, product or idea
OED: ‘the alteration of what is established by the introduction of new elements or forms’

Has seen an ‘explosion of popularity since the 1960s’ (Leary, n.d.)

From a forbidden or unwise activity C17th (Bacon, Hobbes) to ‘contemporary ubiquity’

Distinction between *invention* (creative act) and *innovation* (exploitation or capitalisation)

Nonetheless, tradition of innovation in public services (*new ideas that are institutionalised in practices that have public value* – Daglio et al, 2015 for the OECD)
Innovation, Human Capabilities, and Democracy: Towards an Enabling Welfare State

Reijo Miettinen

ABSTRACT
The Nordic welfare states have been at the top of the lists of national competitiveness throughout the 2000s. The Nordic welfare model is deemed able to combine equality, welfare and economic efficiency. Among the Nordic countries, Finland has been considered as an epitome of information society, of high-quality education and systemic innovation policy. In order to make sense of the Finnish development, this book puts political economy, innovation studies, welfare state research, organizational institutionalism and cultural-historical psychology into dialogue with each other. It develops an ap ...

Keywords: innovation, Nordic States, Finland, capability cultivating services, institutional learning, enabling welfare state, democracy
Innovation

In English, a word the meaning of which is inflected primarily through an economic discourse and a technological one

Joseph Schumpeter (1883 – 1950) – innovation as the main driver of economic change; creative destruction the key concept

Clayton M. Christensen (1952 - ) - The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail (1997) – disruptive technologies and incumbent organisations

1. sustaining innovation – incremental change to product or service in response to market feedback and
2. Disruptive innovation creates new markets

‘One Spectator writer – the editor Fraser Nelson – has been the most powerful advocate in Britain today for educational reform and, in particular, for learning from other nations like Sweden which have pioneered disruptive innovation. And talking of disruptive innovators – another Spectator writer, Toby Young, has shaken up education provision in London by doing what so few writers dare to do and testing his ideas in the real world – by setting up in Hammersmith the sort of school he has long argued for in the Spectator.’

Michael Gove, 2012
Reform

C14th  **to form again** (old French, Latin)
‘In most of its early uses it is very difficult to distinguish between two latent senses: i. to restore to its original form; ii. to make into a new form’ (Williams 1976, p. 262)
‘in many contexts the idea of changing something for the better was deeply bound up with the idea of restoring an earlier and less corrupted condition’ (p. 263)

C17th  **re-form** (alternative spelling)
with uses moving ‘towards restoration as often as towards innovation’

C19/20th  **reformism**
Are small local changes illusory? Do they mask the need for revolution/replacement?
Anglo-American/Global Education Reform Movement (GERM): Neoliberal and neoconservative emphases
Cultural restorationism and market/privatising solutions through policy-driven disruptive innovation

Northern European/’virtuous cycle’: Teaching profession and universities within strong local cultural-historical traditions
Distinct political-economic settlement

Both responding to PISA but with a different understanding of economic model and idea of the ‘knowledge economy’
Evidence (noun, verb)
- N. the available body of facts and information indicating whether a belief or proposition is valid
- V. to be or show evidence of

From Latin via Old French – *evidentia*, evident, **clear to the eye or mind**

In Law and Rhetoric, a question of what evidence should or should not be considered; a question of **proof** – in the sense of **substantiation** or **persuasion**
Evidence

Evidence-based practice (c. 1992, preceded by Cochrane 1972 [medicine – EBM])

EBP contrasted with *tradition, practitioner judgement, quackery*

The most reliable form came from RCTs (Cochrane) and was *epidemiological*

Evidence-based policy
There is a growing body of academic writing that is highly critical of the idea that social policies can somehow be ‘based’ on evidence alone. Authors informed by the policy sciences have long recognised that public policy-making is not the same thing as technical decision-making. Rather, policymaking typically involves trade-offs between multiple competing social values, with only a very small proportion of public policy decisions simply concerned with technical evidence of the effects of interventions.

(Parkhurst, 2017: 5)
Table 3.1 A multiple politics of evidence framework

<table>
<thead>
<tr>
<th>Creation of evidence</th>
<th>Technical bias (Politicisation of the scientific process)</th>
<th>Issue bias (Depoliticisation of the policy process)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Designing a study to advance a desired policy goal.</td>
<td>Obfuscation of the value choices or of the value implications arising from the:</td>
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<td>Altering study design mid-stream to produce positive findings.</td>
<td>• choice of topic to research (e.g. HIV/tuberculosis/malaria research versus neglected tropical diseases);</td>
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<td>• availability of data or feasibility to generate evidence (e.g. marginalised or hidden populations);</td>
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<td>• selection of outcomes to include (e.g. ‘harms’ of injecting drugs measured as health outcomes, or the ‘message’ it sends about appropriate behaviour).</td>
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<tr>
<td>Selection of evidence</td>
<td>‘Cherry-picking’ and strategic review of data to justify a pre-determined position.</td>
<td>Presenting a policy option as ‘evidence-based’ while utilising evidence from a sub-set of relevant policy concerns.</td>
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<tr>
<td>Interpretation of evidence</td>
<td>Erroneous interpretations in policy debates, e.g. premature causal claims about a preferred strategy; confused understandings of risk.</td>
<td>Unwarranted interpretations of the importance of evidence, e.g. interpreting methodological rigour as an indication of policy relevance.</td>
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Profession | University
1. Evidence is contestable and functions rhetorically
https://www.youtube.com/watch?v=2Gkiw7zpUL0
Collaborative judgement: Assessing student teachers against ‘The Standards’

Following the publication of Circular 4/98, the TTA has produced a range of exemplification materials including video extracts to assist ITT providers when making judgements about student achievement against the Standards. The materials are designed to ‘support the reliable and consistent assessment of trainee teachers’ and ‘provide a training resource that will help to prepare colleagues in schools and Higher Education Institutions (HEIs) to make such rounded, confident and sound judgements in relation to the Standards’ (TTA 2000: 4). The School of Education has
The ‘wrong data’: The Academies policy in England 2010-

Chain Effects
The impact of academy chains on low income students
Merryn Hutchings, Becky Francis and Robert De Vries
July 2014
In spite of the data: The Teflon coating of Teach First
The right answer to the wrong question: grammar schools in England

We find no evidence to suggest that overall educational standards in England would be improved by creating additional grammar schools. At a national level, more grammar schools would likely lead to small gains in attainment for the minority of children attending such schools, including the small number of children from low income backgrounds. But, additional grammar schools would be likely to lead to increases in the aggregate attainment gaps between rich and poor children. It would be very challenging to significantly improve grammar school access for poor children given that 60 per cent of the attainment gap arises by the time grammar school entry takes place.

In areas of the country where there is already a high proportion of selection, extra grammar school places are likely to lead to small but increasing attainment losses for all pupils who do not attend grammar schools - and net negative attainment effects for the poorest children.
Ofsted inspections of ITE: When the state’s own data is not evidence

1997 to present day, regular cycles of inspection of all ITE programmes by Ofsted (HMI + others)

Grades linked to continuation of funding

Focus on ‘classroom readiness’ of graduates

Consistently high levels of success by universities in each cycle

Leading to a two-stage inspection process following a random sample of graduates into their first teaching posts
‘Evidence’: politics and policy-making not scientific method; data is not necessarily evidence; evidence functions rhetorically.
Implications for teacher education/educators?

• Develop a better understanding of policy-making as a complex political activity
• Become rhetorically adept – beginning with understanding we have to **persuade people**
• Understand that evidence is not necessarily persuasive even though its mode of production may have methodological rigour
2. How the reform movement positions universities in teacher education
... and how we fall into their trap
... and how we fall into their trap

... and how depressing that is
Ineffective training

I have not yet heard of anyone in Sweden preparing teachers to actually teach (I would love to see this refuted). I have argued previously that preparation for teaching must involve practising teaching. Yet teachers enter the classroom with extensive qualifications in subject knowledge, a good deal of theory of education – and absolutely no practical experience. One new teacher stated that in several year, there had been neither training nor even discussion of classroom management. If trainers do not prepare teachers to practise teaching, they are failing to prepare them at all.
Paving the way for independent Graduate Schools of Education (GSEs)
Independent Teacher Education Programs: Apocryphal Claims, Illusory Evidence

Kenneth M. Zeichner
September 8, 2016

Press Release →
Press Citations →

Learn More:
NEPC Resources on Teacher Education, Quality, and Professional Development →

Advocacy groups and self-proclaimed social entrepreneurs are working aggressively to deregulate the preparation of teachers and to expand independent, alternative routes into teaching. This policy brief surveys historical and contemporary trends in teacher preparation, and explores what is known about the quality of five of the most prominent independent teacher education programs in the U.S., including their preparation for teaching and the qualifications of the students in these programs.
Critical considerations

All of these broadly neoliberal reform movement claims are inflected through discourses of equality and social justice

(All of these reform movements seek to challenge traditional universities as resistant to change and protective of their historical privileges)

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A reminder that neoliberalism is interested in these concepts too and has its own arguments about how freedom, fairness and progress can be achieved (e.g. cultural immersion/community-engagement in ITE)
The Reform position – 2.0

The Reform position – ‘disruptive innovation’ or ‘creative destruction’

‘Teacher Preparation 2.0’ (Gastic 2014)

• Historical institutions such as university Faculties of Education have failed to produce enough effective teachers (esp. STEM)
• Teacher preparation as a field must be subject to disruptive innovation by private providers in a deregulated market-place
• Private providers can harness new technologies to reduce costs, increase accountability and create new revenue-generating opportunities
• Student attainment on standardised tests is the ‘essential outcome of effective teaching’
• ‘High-leverage instructional practices’ (Teaching Works)/’moves’ (Teach Like a Champion, Lemov) privileged over professional judgement
• Teaching is reframed as leadership and leadership advanced as the solution to the ‘problem’ of broken schools (and a broken society)
The Defend position - 1.0

- “But we are universities – we have been around a long time already and we’re likely to be around for even longer”
- “We get teachers to reflect”
- “We introduce theories teachers wouldn’t otherwise know about”
- “We provide beginning teachers with access to ‘cutting edge’ research and active researchers”
- “Look at Finland - In high-performing school systems, teachers need Master’s degrees”
- The “clinical practice” justification – placement/practicum as salvation
‘This excellent book is a very timely and insightful analysis of some of the consequences – both intended and unintended – arising out of a time of unprecedented change in the teacher education sector.’

Samantha Twiselton, Director of Sheffield Institute of Education, Sheffield Hallam University, UK

‘In this thoughtful volume, Viv Ellis and Jane McNicholl offer a deliberate plan for the transformation of initial teacher education. Transforming Teacher Education represents a vision that neither defends nor reformes, but uncompromisingly takes bold steps towards collaboration and collective creativity, a vision for remaking initial teacher education such that another future for our work is possible – not just in England but elsewhere in the world too.’

A. Liz Boudin, Vice Dean and Evenden Professor of Education, Teachers College, Columbia University, USA

‘This book is an insightful and highly readable analysis of the work of teacher educators in England, but its value extends far beyond that setting. Combining original studies of teacher educators with trenchant critique of education policy trends in England and elsewhere, this book is a must-read for those who reject the “defend or reform” dichotomy and instead want genuine transformation of teacher education.’

Marilyn Cochran-Smith, Cowehorne Professor of Teacher Education for Urban Schools, Lynch School of Education, Boston College, USA

Teacher education has a central role in the improvement of educational systems around the world but what do the teacher educators in universities and colleges actually do? Day-to-day, how do they support the learning and development of the thousands of new teachers we need every year? And why does this matter? Drawing on recent research by the authors, situated in the growing international literature, Transforming Teacher Education puts these questions in cultural and historical context and offers a practical answer in the form of an original agenda for the transformation of current conditions in teacher education with future designs for practice.

Viv Ellis and Jane McNicholl argue that the academic work of teacher education needs to be reconfigured in order to stimulate the renewal of the profession of teaching and to develop new models of educational research that will have impact on practice as well as building the discipline of Education within the universities. They offer suggestions for future designs for teacher education, drawing not only on the latest research in teacher learning and development but from across the social sciences.

Viv Ellis is Professor and Head of the Department of Education at Brunel University, London, UK, and Professor II at Bergen University College, Norway.

Jane McNicholl is Associate Professor of Science Education at the University of Oxford, UK.
Institutional rhetorics of teacher education: advertisements/job descriptions and interviews

‘an excellent communicator with a positive approach for this exciting role in our challenging environment’

(L/SL advert, ‘new’ university)

‘I’m in the middle of two very hard places ... You cannot expect someone who has spent a lifetime teaching in schools ... to have also built a good research profile’

(Dean, ‘old’ university)
The work of teacher education I

The ten job dimensions:

1. Course management
2. Personnel activities
3. External examination at other HEI
4. Examining at own
5. Marking
6. Professional development
7. Research
8. Relationship maintenance
9. Teaching a group of students
10. Working with an individual student (tutoring, visiting, supervision)
The work of teacher education II

*Relationship maintenance* accounted for highest maximum and highest minimum allocation of hours over the two periods.

Zero hours allocated to *research* for 7 out of 13 over both periods with one outlier (completing her PhD) accounting for the bulk of the hours allocated across the other 6.

*Relationship maintenance* the defining characteristic of this sample’s work.

*Relationship maintenance* defined as the communicative activity required to develop, maintain and repair good relations with schools, with student teachers and between schools and student teachers.

Four case studies at the core of the book; e.g. Sally, a lecturer at the University of Mickleton (pre-1992 university in the Midlands).
The work of teacher education III

• The proletarianisation of teacher educators within the classed system of university education departments under conditions of academic capitalism

• The weakening of the discipline of Education as a whole and the extension of its insecurity within public universities

• An existential crisis for fully professional professional preparation for teachers exacerbated by leadership in the HE field

• Partnership as an organizing concept surfaces problems as well as addressing some of them
John Furlong: A similar – but slightly different - diagnosis
4. So, as teacher educators, what should we do?
The Transform position - 3.0

Teacher Education Transformers

Reform  Defend  Transform
✗  ✗  ✓
The relationships between higher education and the profession around the preparation of teachers might be understood as coconfiguration of new forms of activity rather than merely structural partnerships and channels of communication.
Co-configuration of teacher education activity can produce strong, Mode 2 forms of research and development that has systemic impact as well as having benefits for all collaborators, including university-based teacher educators.
Ellis & McNicholl: Action 1

Create the conditions for change through powerful arguments in the public sphere
Ellis & McNicholl: Action 1

Create the conditions for change through powerful arguments in the public sphere

Become as rhetorically adept as the reformers
Teacher Development 3.0
How we can transform the professional education of teachers

Teacher Education Exchange
Teacher Education Exchange

Kenny Frederick, Simon Gibbons, Ruth Heilbronn, Meg Maguire, Ali Messer, David Spendlove, Keith Turvey, Viv Ellis
Teacher Education Exchange

Teacher Education Advancement Network
INNOVATION WORKSHOPS

https://teachereducationexchange.com

26 January 2017 – launch of Teacher Development 3.0

29 February 2017 – 1000 downloads

Seminars around the UK through to December 2017
Teacher Development 3.0

- aims to subvert and explode the reform/defend dichotomy and set a new frame for different arguments

**Profession-led** teacher development

George Lakoff, *Don’t think of an elephant: Know your values and frame the debate* (2004)

It has often been said, by self-styled education reformers, that teaching in impoverished, segregated, communities is the "civil rights" cause of our time. That notion suggests breathtaking disrespect for the sacrifices of those who fought, and continue to fight, for adequate housing, good health care, quality early childhood and community programs, full employment at living wages, and racial integration. Yet our national education policy insists that we can ignore those unsolved problems and assure children's success simply by recruiting better teachers who have higher expectations for their students.¹⁴
Present and future social realities

- The present reality of hyperdiverse and transient populations where society will need to ensure that respect for difference coupled with sustained attempts at inclusion are seen as assets for all of us;

- Environmental and sustainability challenges that are both understood and addressed by an agentic society and its schools;

- Poverty and inequality, as structural phenomena, are recognised as reducing so many people’s prospects and mobility and there is a commitment to eliminate these inequalities in order to build a more just society;

- A society where technological and medical advances as well as imaginative approaches towards problem-solving present new opportunities for creating a better world.
Four design principles

1. A long-life teaching profession;
2. Schools, universities and teachers at the heart of their communities;
3. Education as cultural and societal development as well as individual advantage;
Four design questions

1. Curriculum: what (and whose) powerful knowledge for changing times?

2. 21st century assessment: how do we reconnect with our expertise and go beyond grades and levels?

3. What do we mean by ‘subject knowledge’ and what is its relative importance in learning to teach?

4. Beyond ‘behaviour management’: how to prepare teachers to understand that school ethos and climate really matter?
Ellis & McNicholl: Action 2

Design professional learning around complex understandings of practice
Ellis & McNicholl: Action 2

Design professional learning around complex understandings of practice

Have a better concept of ‘evidence-based practice’
Trish Greenhalgh: Primary health care’s perspective on evidence-based medicine

Doing medicine: what is ‘knowing’?

Collecting sensations and observations ("something that calls for explanation") → data

Interpreting those data ("what could this be?") → understanding

Weighing up competing interpretations ("view X vs view Y") → judgement

Choosing how to act ("what is the right thing to do?") → deliberation
Concluding: Time for an ‘inward event’ in teacher education in times of change?

My personal position:

- Admiring (and envious) of the international reformers’ energy, enthusiasm, ingenuity and rhetorical competence
- Despairing of the conservatism, isolationism, immunity to change, and rhetorical disinterest of much of the university ITE sector around the world (and despairing of the hubris of the self-styled ‘reformers’ too)
- Certain that we need to change and in non-defensive ways
- Committed to the proposition that we need to get our relationship with the teaching profession right
- Sceptical that better data – or better ways of generating data – will solve our problems given the political nature of the evidence questions.
You can't remake the world
Without remaking yourself.
Each new era begins within.
It is an inward event,
With unsuspected possibilities
For inner liberation.
We could use it to turn on
Our inward lights.
We could use it to use even the dark
And negative things positively.
We could use the new era
To clean our eyes,
To see the world differently,
To see ourselves more clearly.
Profession

University
Thank you for the invitation!

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