

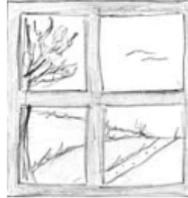
Innovation, evidence and reform: Interrogating the vocabulary of change in teacher education

SCoTENS Fifteenth Annual Conference 2017
Dundalk

Viv Ellis

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 -)



VIV ELLIS

EDUCATION ACADEMIC

[HOME](#)

[ABOUT](#)

[ARTICLES](#)

[BOOKS](#)

[CHAPTERS](#)

[CONTACT](#)

vivellis.org

Fifteenth Annual Conference
#SCoTENS2017

SCoTENS
THE STANDING CONFERENCE
ON TEACHER EDUCATION,
NORTH AND SOUTH

EDUCATIONAL INNOVATION
THE CHALLENGE OF EVIDENCE-INFORMED CHANGE



Opening Keynote address
2.30pm Friday 13 October
Professor Coleen 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 under-

privileged 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’

‘Our naïve “innovation” fetish: Left, right and center – everyone loves the buzzword of modern America’, Evgeny Morozov, *The New Republic*, 2014

Innovation

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 ... [More](#) ▼

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?

Reform

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

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

	<i>Technical bias</i> (Politicisation of the scientific process)	<i>Issue bias</i> (Depoliticisation of the policy process)
Creation of evidence	Designing a study to advance a desired policy goal. Altering study design mid-stream to produce positive findings.	Obfuscation of the value choices or of the value implications arising from the: <ul style="list-style-type: none"> • choice of topic to research (e.g. HIV/tuberculosis/malaria research versus neglected tropical diseases); • availability of data or feasibility to generate evidence (e.g. marginalised or hidden populations); • selection of outcomes to include (e.g. ‘harms’ of injecting drugs measured as health outcomes, or the ‘message’ it sends about appropriate behaviour).
Selection of evidence	‘Cherry-picking’ and strategic review of data to justify a pre-determined position.	Presenting a policy option as ‘evidence-based’ while utilising evidence from a sub-set of relevant policy concerns.
Interpretation of evidence	Erroneous interpretations in policy debates, e.g. premature causal claims about a preferred strategy; confused understandings of risk.	Unwarranted interpretations of the importance of evidence, e.g. interpreting methodological rigour as an indication of policy relevance.

Profession

University

1. Evidence is contestable and functions rhetorically

<https://www.youtube.com/watch?v=2Gkiw7zpULo>

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

Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the

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



TeachFirst About Careers News Press Contact us **CHARITY**

Why we exist What we do Join the programme Be a partner school Support us

CHALLENGE THE IMPOSSIBLE

No child's dream should ever be written off because of their background

[Join our campaign](#)



Report
by the Comptroller
and Auditor General

Department for Education

Training new teachers

How much you achieve in life **should not** depend on how much your parents earn



The right answer to the wrong question: grammar schools in England

Grammar schools

Theresa May to end ban on new grammar schools

Change in rule permits established schools to become grammars, new Catholic schools to open and faith schools to choose pupils based on religion



This article is 10 months old

< 3,118 2,533

Heather Stewart and Peter Walker

Friday 9 September 2016 09:01 AEST



Theresa May will promise to consult on ways to expand selection grammar schools in low income areas. Photograph: Greg Baker/AFP/Getty Images

Theresa May will set aside decades of cross-party consensus by ending the ban on the creation of new grammar schools. The move will anger critics by proposing measures intended to pre-

Conclusions

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

'Reformers' have the 'problem-formulation privilege'



EDUCATION AROUND THE WORLD, POLICY,
UNCATEGORIZED

Education in Sweden: false ideas, weak training, limited support

September 16, 2016 — 9 Comments

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 years, 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)

HOW WILL YOU BE PART OF THE RELAY?

Teachers. Principals. College students. Scientists. Career changers. All are discovering what it means to transform the lives of children through powerful leadership in the classroom.

More than 400,000 children across the U.S. are benefitting from a Relay teacher or principal today – you could be their next source of inspiration. Find a program to start expanding your impact.



Ark

[About us](#) [UK schools](#) [UK](#) [International](#) [Careers](#) [News](#) [Contact us](#)



International

Ark is an international organisation whose purpose is to transform children's lives.

[Read more](#)

About us

Ark is an international charity, transforming lives through education. We

News



"Music is everything!" The

Join us

[Become a teacher](#)



We're opening a new higher education institution with a mission to train and develop expert teachers who work where they are needed most.

Independent GSEs: Apocryphal claims, illusory evidence

menu home search Topics/Experts Publications Reviews Blog CERO IDEAL About Contact Press All Share



NEPC
NATIONAL EDUCATION
POLICY CENTER

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



Sign up for NEPC
Email Press Releases

Search Policy Briefs

[By Topic](#)

[By Author](#)

[By Year](#)

Search All Publications:

[By Word or Phrase](#)

[By Topic](#)

Critical considerations

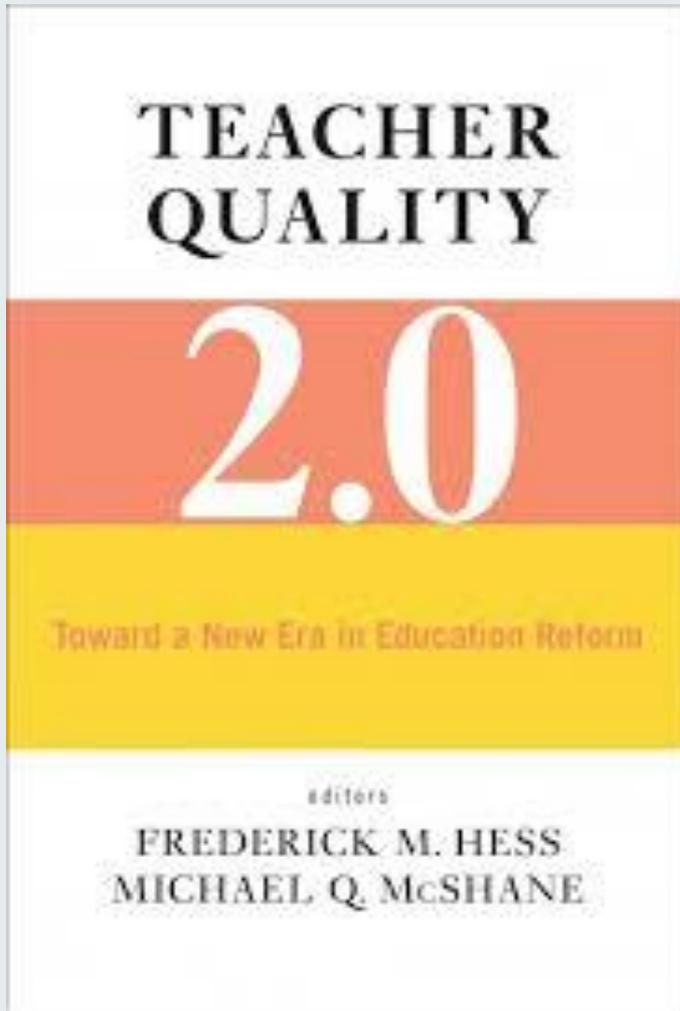
All of these broadly neoliberal reform movement claims are inflected through discourses of **equality and social justice**

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

=

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



Gastic, B (2014) 'Closing the Opportunity Gap: Preparing the Next Generation of Effective Teachers', in Frederick M. Hess and Michael Q. McShane (eds.) **Teacher Quality 2.0: Toward a New Era in Education Reform**, Cambridge, MA: Harvard Education Press

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

Viv Ellis and
Jane McNicholl

TRANSFORMING TEACHER EDUCATION

Reconfiguring
the Academic
Work

TRANSFORMING TEACHER EDUCATION Viv Ellis and Jane McNicholl

'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 reforms, 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. Lin Goodwin, 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, Cawthorne 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 modes 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.

EDUCATION

www.bloomsbury.com



Also available
from Bloomsbury



B L O O M S B U R Y

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

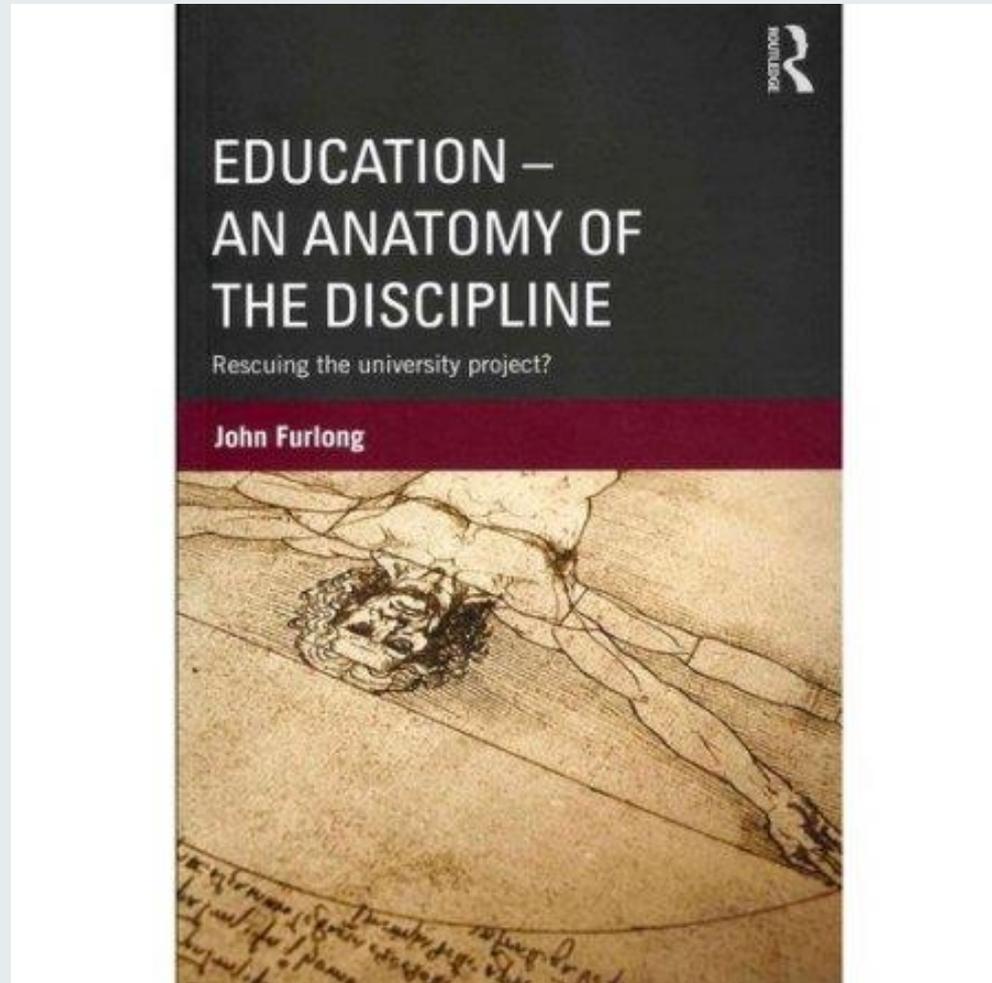
Relationship maintenance defined as the communicative activity required to develop, maintain and repair good relations with schools, with student teachers and between schools and student teachers

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



Ellis & McNicholl: Principle 4

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.

Ellis & McNicholl: Principle 5

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 Education Exchange

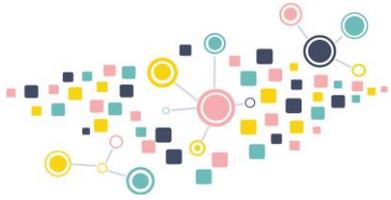
Teacher Development 3.0

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

Profession-led teacher development

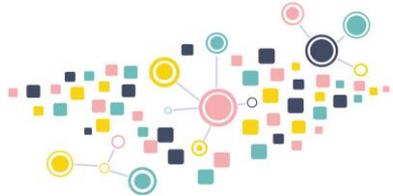
George Lakoff, *Don't think of an elephant: Know your values and frame the debate* (2004)

Pauline Lipman, *The New Political Economy of Urban Education: Neoliberalism, Race and the Right to the City* (2011)



Why Teacher Development 3.0?

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 students¹⁴.



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;
4. A continuum of professional learning.



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

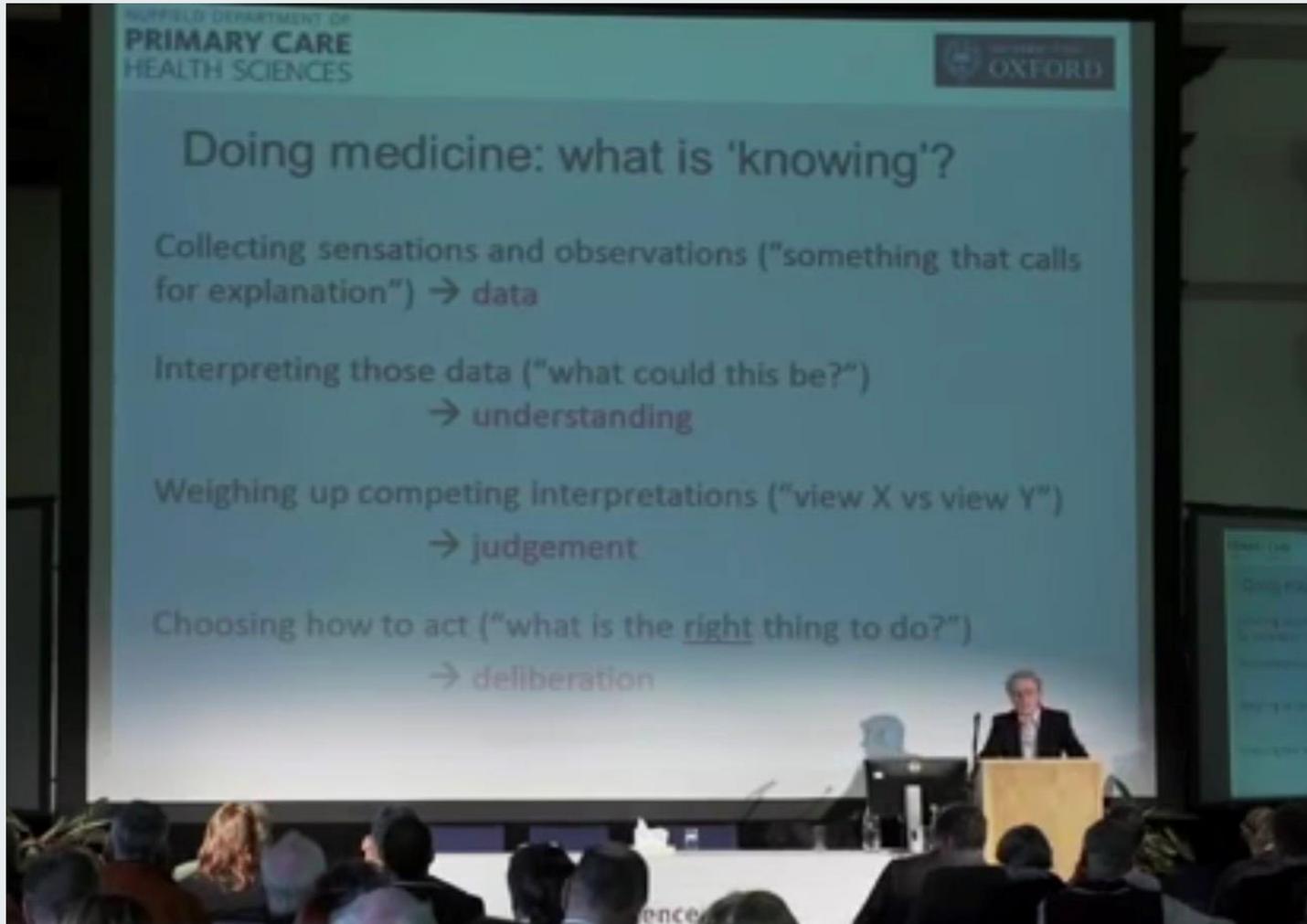
Design professional learning around complex understandings of practice

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



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.

Ben Okri, 'Turn on the light'

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!

viv.ellis@kel.ac.uk