

Teachers matter: the role of teachers in reform and scaling up

Professor Colleen McLaughlin

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Faculty of Education

Outline

- Do teachers matter to reform and scaling up?
- How?
- How to make teachers matter.
- What I have learned from the pilot schools research
- The key elements of helping teachers to matter

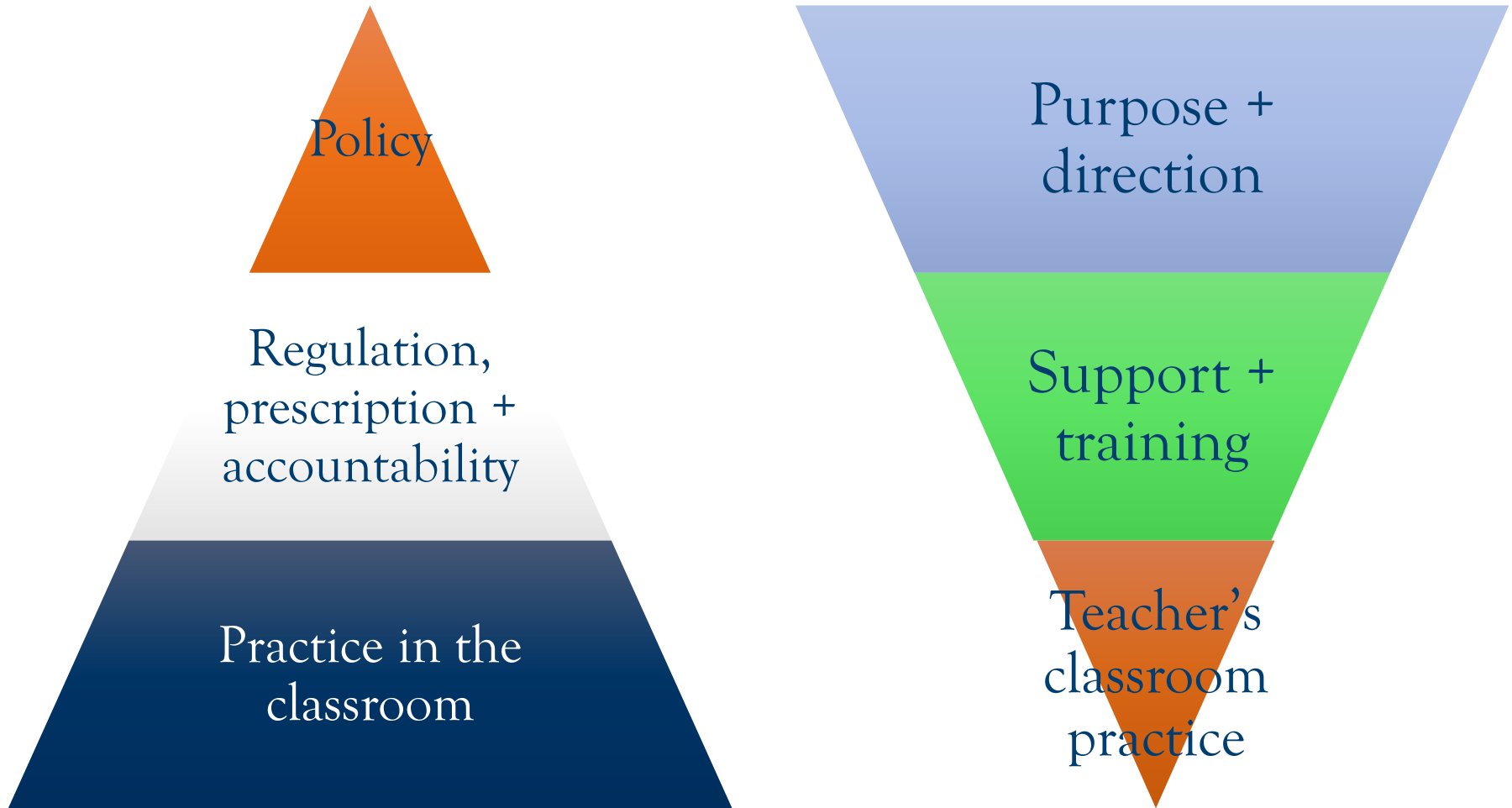
Core studies used here – international reviews of research in English

Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., Coe, R. (2015). *Developing Great Teaching: Lessons from the international reviews into effective professional development*. Teacher Development Trust.

Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N. & Orphanos, S. (2009) *Professional Learning in the Learning Profession. A Status Report on Teacher Development in the United States and Abroad*. National Staff Development Council & The School Redesign Network at Stanford University

Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2007) *Teacher professional learning and development. Best evidence synthesis iteration (BES)*. Wellington, New Zealand: Ministry of Education/OECD

Do teachers matter to reform and scaling up? A Tale of Two Triangles



Clarity of evidence chain - Improving Educational Outcomes

Student achievement is found to increase where:

- Teachers have stronger training in both content and pedagogy and more opportunities to plan and evaluate teaching with one another
- Teachers are engaged in “authentic pedagogy” that supports active learning in real-world contexts
- Schools use performance assessments to guide student work and inform teaching.

Key differences in reform approaches:

Teachers and Teaching

-Do policies develop and share expertise or foster low skills, high turnover, isolation, and remote control of teaching?

Standards, Curriculum and Testing

-Do standards and curriculum emphasise higher order thinking and performance or memorisation of content?

-Do tests ask students to produce high-quality work or answer multiple choice questions?

-Are teachers involved in assessment design and scoring?

Accountability and Improvement

-Are assessment results used primarily to improve teaching or to rank, reward, and punish schools and teachers?

-Do policies foster competition or collaboration among schools?

(Darling Hammond 2012)

How do teachers matter?

- Determine what happens in the classroom
- Value added – impact can range from small but meaningful to huge (3% of variance in achievement/ growth to 18%)
- Levering up professional development for **all** teachers –scaling up relies on all teachers in the system
- Student outcomes depend on teachers practices
 - + more than parent or race influence
- Highest performing nations all have significant professional development of teachers
- Effective schoolwide collaborative professional learning distinguishes high-performing, high-poverty schools from their lower- performing counterparts

How to make teachers matter. International examples

- Netherlands, Singapore, and Sweden (6% of teachers time) - 100 hours of professional development pa + regularly scheduled time for common planning/ other teacher collaborations.
- Singapore thinking schools – learning nation
- National training schemes - UK + Australia
- UK Professional development standards + 5 days of professional development
- South Korean teachers - 90 hours of professional development courses every 3 years
- Japan - research lesson study
- Beginning teachers receive extensive mentoring and induction supports.
- Teachers are widely encouraged to participate in school decision-making.

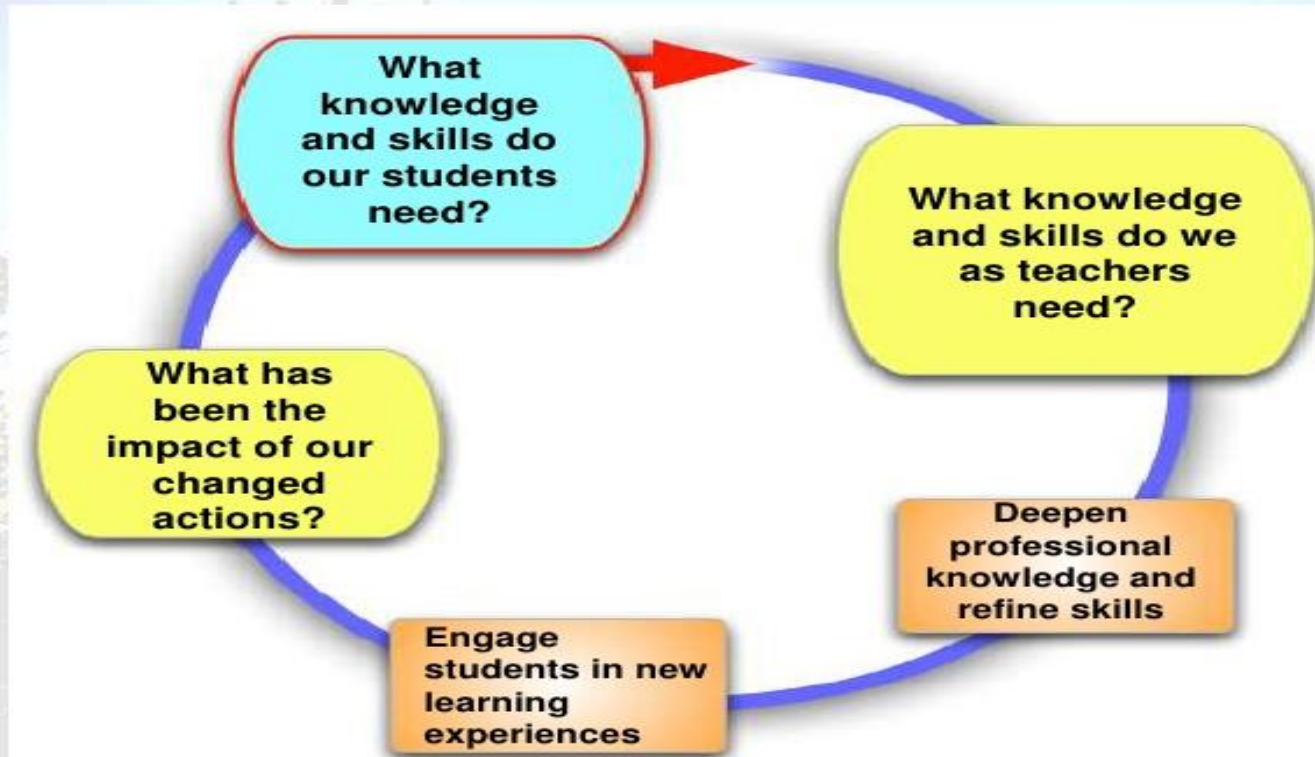
How to make teachers matter more - 2

What we know about professional learning – (Timperley et al 2007)

**Teacher inquiry and knowledge-building cycle
to promote valued student outcomes**



THE UNIVERSITY OF AUCKLAND
NEW ZEALAND



Timperley et al

UK Professional development standard

Professional development should

- have a focus on improving and evaluating **pupil outcomes**
- underpinned by robust **evidence and expertise**
- include **collaboration and expert challenge**
- should be **sustained over time**

Professional development must be prioritised by school **leadership.**

•(that is all the standards says – accountability, prescription shift)

The 30 pilot schools - some interesting findings

- Motivation + professionalism – role of pupil and teacher
 - Increased collaboration
 - Autonomy + restriction
 - Coherence + control
 - Tensions – accountability and experimentation
- ‘Unless students experience good teaching, accountability is meaningless’

Facilitators of positive attitudes

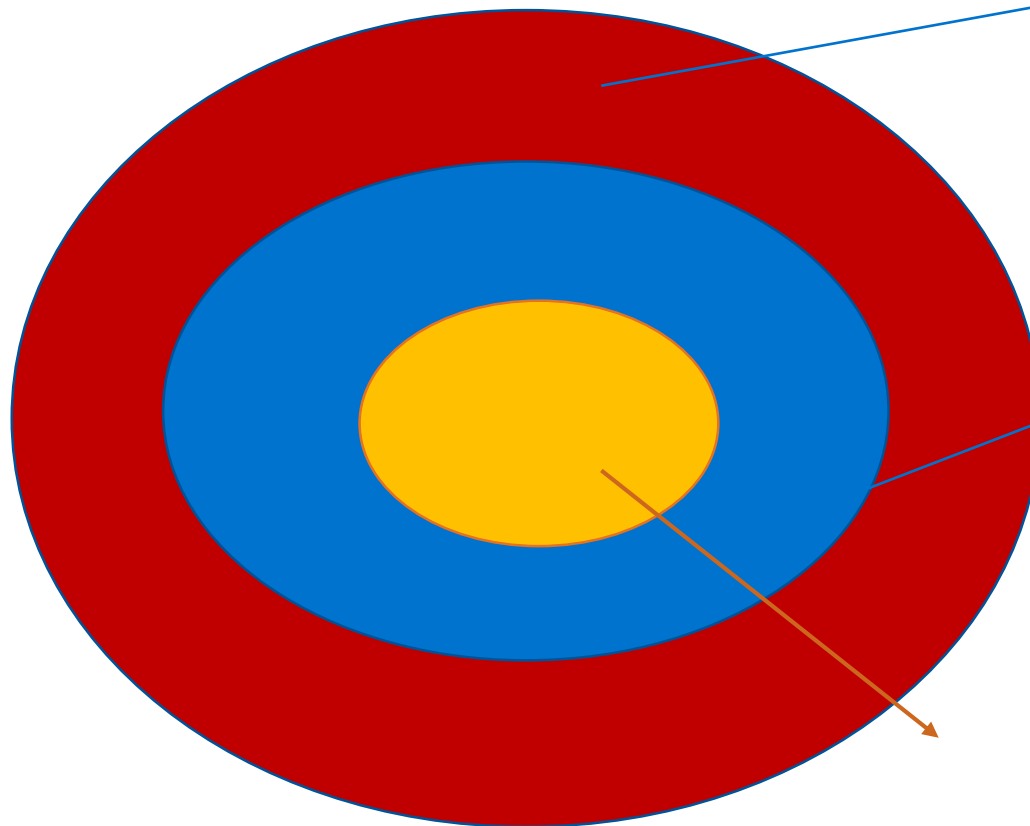
- Collaboration in locality and in community – joint working
- Methodological pedagogical support
- Leadership which emphasised learning
- Synergy between assessment and learning goals
- Support and training for deep understanding of goals

Concepts of - coherence and control

- Make the fit and make it coherent
- Feedback from teachers
- Coherence between factors
- Tensions
 - accountability + experimentation
 - Speed and depth of change

... the steps we take to improve teacher skills and knowledge will pay off in better results for students.... developing more systematic approaches to professional learning will have added benefits. I know of no better way to transform the outmoded factory model of school organization and the egg-crate isolation of teachers than to give teachers the tools and support they need and greater responsibility over what happens in their buildings to ensure that all students achieve. This is an effort that will require—and is worthy of—another decade of school reform. (Darling Hammond p2, 2014)

Key elements - Reform, teachers and scaling up



Coherence and alignment in the teaching and learning systems – feedback loop - research evaluation

Teacher professional development and learning at the centre of reform

Building local/ regional structures of learning and collaboration

Doing the right thing matters

On some positions, Cowardice asks the question, 'Is it safe?'

Expediency asks the question, 'Is it politic?'

And Vanity comes along and asks the question, 'Is it popular?'

But Conscience asks the question 'Is it right?'

And there comes a time when one must take a position that is neither safe, nor politic, nor popular, but s/he must do it