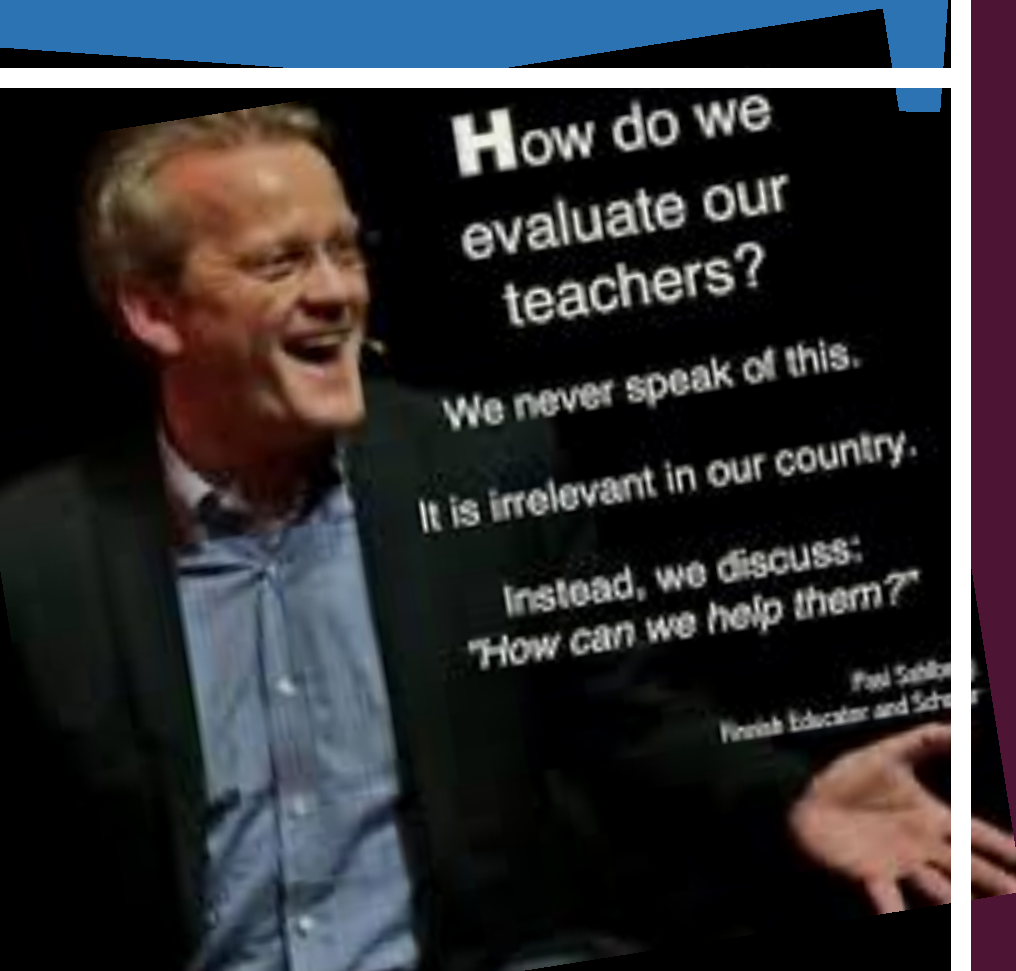


TAKING THE CONTRIBUTION OF TEACHERS SERIOUSLY IN POLICY AND PRACTICE

Professor Colleen McLaughlin

University of Cambridge Faculty of Education

One of the ways that teachers improve is by learning from other teachers. Schools improve when they learn from other schools. Isolation is the enemy of all improvement.



FLIPPING STENHOUSE

- It is teachers who, in the end, will change the world of the school by understanding it — Lawrence Stenhouse memorial plaque at UAE
- It is teachers who in the end will change the world of the school by understanding it and us by understanding them + their world.

WHAT WOULD THIS EVIDENCE INFORMED FANTASY INVOLVE?

- Policy development and implementation
- School practices
- Teacher and school learning
- Leadership + autonomy



The Importance of Teaching

The Schools White Paper 201

ALREADY RECOGNISED

The first, and most important, lesson is that no education system can be better than the quality of its of teachers.'



KEY PIECES OF EVIDENCE ON CURRENT ISSUES

- Teachers' motivation – Talis 2019 – (original) purpose and autonomy
- Teacher retention – teacher quality – high quality preparation and support

Several studies have found that teachers who receive little or no pedagogical training are two to three times more likely to leave teaching after their first year than teachers who had received a comprehensive preparation (Gray, Taie, & O'Rear, 2015; Ingersoll et al., 2014).

- Outcomes, equity, resources and conditions
 - Poorer contexts and schools – teacher pay – student outcomes – resources
- Innovation, accountability, agency and high stakes assessment
- Communities, competition and collaboration

POLICY AND IMPLEMENTATION

- Charles Payne- School Reformers Pledge of Good Conduct
- *In So Much Reform, So Little Change*

Harvard University Press

It is only with the heart that one can see rightly; what is essential is invisible to the eye.

—Antoine de Saint-Exupéry

I will not overpromise.

I will not disrespect teachers.

I will not do anything behind the principal's back.

I will not take part in any partisan or personal feuds.

I will not equate disagreement with “resistance.”

I will not put down other programs.

I will not expect change overnight.

I will take time to study the history of reforms similar to mine.

I will not try to scale up prematurely.

If I am not in the field myself, I will take seriously what field workers tell me.

I will give school people realistic estimates of how much time and money it takes to implement my program.

—School Reformers’
Pledge of Good Conduct

FINAL WORDS TO STENHOUSE

- ‘Systematic enquiry made public’
- Teachers understanding their practice, students’ learning, practice and classrooms
- The knowledge we use – teacher knowledge creation just as important
- How it is generated?
- Its quality, rigour and criticality



FROM 'TEACHER PROOF' TO 'TEACHER COLLABORATIVE'

The 3 goals
- Learning needs of our students,
-Professional growth of teachers and

-School as an agent of social change

