

Teacher Development 3.0

How we can transform the professional education of teachers



Teacher Education Exchange



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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**

23 February 2017 – 929 downloads

Website/Twitter closes 31 December, 2017



Teacher Education Exchange

Teacher Development 3.0

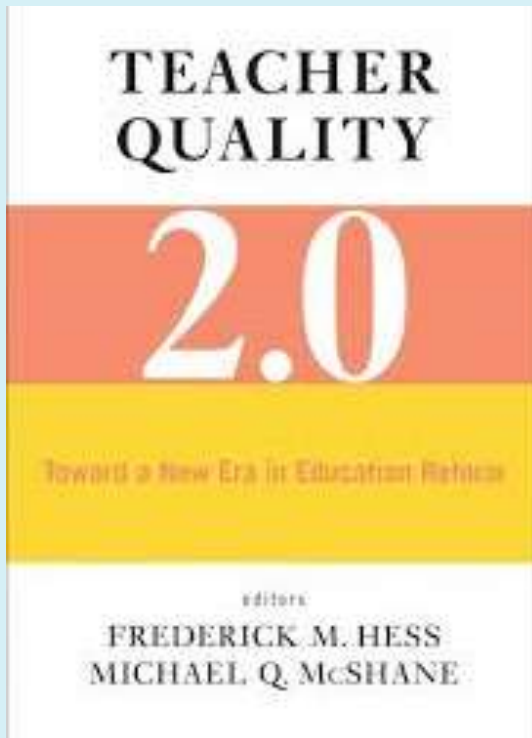
- aims to subvert and explode the reform/defend dichotomy- **to set a new frame for different arguments**

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*?



- Historical institutions such as university Faculties of Education have failed to produce enough effective teachers (esp. STEM)
- These institutions have also failed in terms of social justice and social mobility
- 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' privileged over practical wisdom
- Teaching is reframed as leadership and leadership advanced as the solution to the 'problem' of broken schools (and a broken society)
- Paradoxical professionalism – more important but reduced in form





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?
1. 21st century assessment: how do we reconnect with our expertise and go beyond grades and levels?
1. What do we mean by 'subject knowledge' and what is its relative importance in learning to teach?
1. Beyond 'behaviour management': how to prepare teachers to understand that school ethos and climate really matter?



Schools, Universities and Teachers at the heart of their communities

Transforming the professional education of teachers

Simon Gibbons and Meg Maguire, King's College London.

Building connectivity

Partnership with stakeholders

Who teaches

Providers' feet on the ground



Moral purpose

Architectural change

Imaginative inclusive
governance



Teacher education and the aims of education

What is education for?

How does this play out for teachers?

What does it mean for teacher educators?

Recommended -

Dewey, J. (1916) *Democracy and Education*, New York: Free Press.

Haydon, G. (2007) *Values for Educational Leadership*, London: Sage.

Reiss, M. and White, J. (2013) *An Aims Based Curriculum*, London: IoE Press

Resources for students

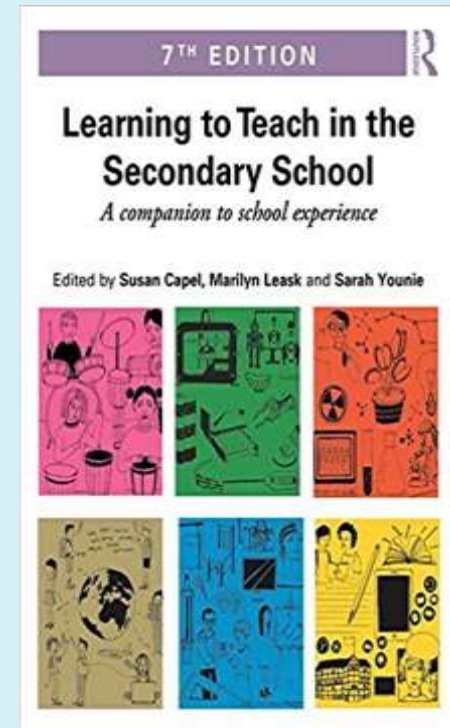
Learning to Teach in the Secondary School,

(Capel, Leask and Turner, 7th edition 2016. Routledge,

Unit 7.1. 'The Aims of Education' (Haydon and Heilbronn)

What is Education? Paul Standish: www.philosophy-of-education.org/resources/students/video-listing.html

(And see other resources on PESGB website above)



Wisdom in Practice needs architectural change

Keith Turvey

What works ?

Evidence -
[insert preference]
Practice

Research literacy

Gold standards

Randomised Control Trials

Learning from EBM

‘individuality of patients tends to be devalued, the focus of clinical practice is subtly shifted away from the care of individuals toward the care of populations, and the complex nature of sound clinical judgment is not fully appreciated. Despite its promise, EBM currently fails to provide an adequate account of optimal medical practice.’

(Tonelli, 1998, p.1234)

**Ways of thinking
about research
wisdom and practice
or practice research
and wisdom**



Sedgwick Museum of Earth
Sciences

Don't think of an elephant!

Don't think of an elephant!

How would you transform the professional education of teachers?

Thank you

contactedx@gmail.com