

# Funding and Public & Private Partnerships to Ensure Tomorrow's Education - Challenges for the Teaching Profession based on PISA and PIAAC

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# Hier stehen wir

- a) Education as a human right and a public good
- b) Quality education as key to knowledge creation and innovation
- c) Quality teaching based on high quality and innovative teacher education including the improved pedagogic use of ICT
- d) Teacher unions as equal partners in national and European decision making on developing education policies

*(ETUCE The Future of the Teaching Profession)*

# The illusion of choice

In systems where almost all 15-year-olds attend schools that compete for enrolment, average performance is similar to that in systems where school competition is the exception.

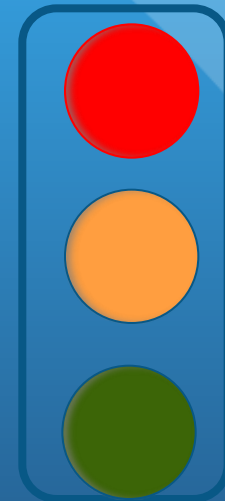
What this means is that school choice may actually spoil some of the intended benefits of competition, such as greater innovation in education and a better match between students' needs and interests and what schools offer, by reinforcing social inequities at the same time.

*(OECD, Spoiled for Choice, 2014)*

# Funding, Privatisation and PPs: A Question of Risk

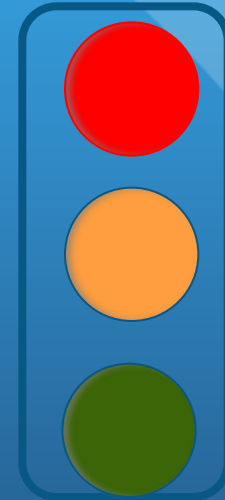
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- Reduced quality?
- Unequal treatment?
- Outright corruption?
- Balkanized communities?
- Less visibility or public access?
- Less protection for members of minority groups?



# A Question of Risk

- Dilution of public values
- Potential mismatch between competition and social provision
- Dangers of divisiveness and loss of common institutions



# Skills for Life?

- Most of the variation in skills proficiency is observed within, not between, countries
- Much of learning takes place outside formal education
- There is a significant mismatch between skills taught in schools and how they are used at work

*What are the key policy levers that can reduce deficiencies in key competencies?*

*What is the role and contribution of teacher unions?*

(OECD, Skills for Life, 2014)

# The OECD Trilogy

Literacy



Problem solving in  
technology rich  
environments

Numeracy





# The nesting of performance

- The classroom context
- The school context
- The 'family' and neighbourhood context
- The social and economic context
- The national cultural context
- The global policy context

“We totally trust the  
Education Secretary to  
make decisions about our  
child’s education”

(NUT survey 2014)

Agree  
Disagree



Publicly funded schools  
should only employ  
qualified teachers  
(NUT survey 2014)

Agree  
Disagree



# The complexity of teaching

After 30 years of doing such work I have concluded that classroom teaching is perhaps the most complex, most challenging, most demanding, subtle, nuanced and frightening activity that our species has ever invented.

*(Lee Shulman, The Wisdom of Practice)*

# The dilemma space

Relative to other professions, teachers have to wrestle for status and respect, and while they are expected to be smart and entrepreneurial, they are also expected to be compliant and conforming.

*(Barnett, in The Future of the Teaching Profession)*

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Creative learning & development

**WHIRLPOOL**

# Things aint what they used to be

(OECD, 2008)

- A new economic landscape  
Knowledge intensive service economies
- Widening divides between affluence and poverty  
Populations on the move, new diversities
- Transformative technologies  
Users create content
- Changing social connections and values  
Complex configurations of home life



# The Original Play Station





**TEXTING IN THE OLD DAYS**

# Performance enhancing qualities

The best-performing educational systems all have built their change strategies on systemic approaches that rely on **collective professional and institutional (or social capital) development, enhanced conditions for teaching and learning for all, and more equal educational opportunities** within their education systems.

(<http://www.pasisahlberg.com/blog/?p=32>)

# The nature and roots of change

*The kinds of change that really matter in education are not structural changes but those that build teacher capacity and professional culture.*

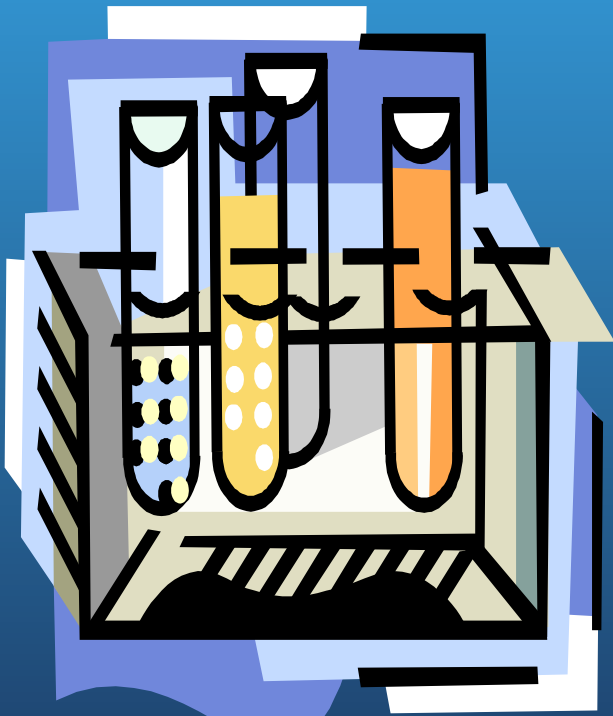
*(Ingvarson, 2005)*

# The business of teaching

“We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude, and brilliant. We take them with attention deficit hyperactivity disorder, junior rheumatoid arthritis, and English as their second language. We take them all. Every one. And that is why it’s not a business. It’s a school.”

(Cirone, 2011, in Townsend)

**TOXINS?**



**NUTRIENTS?**

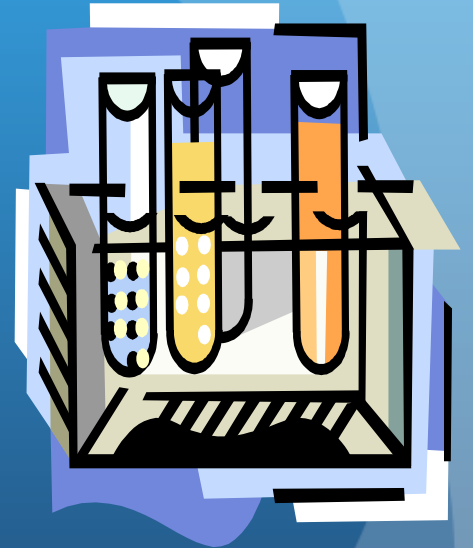


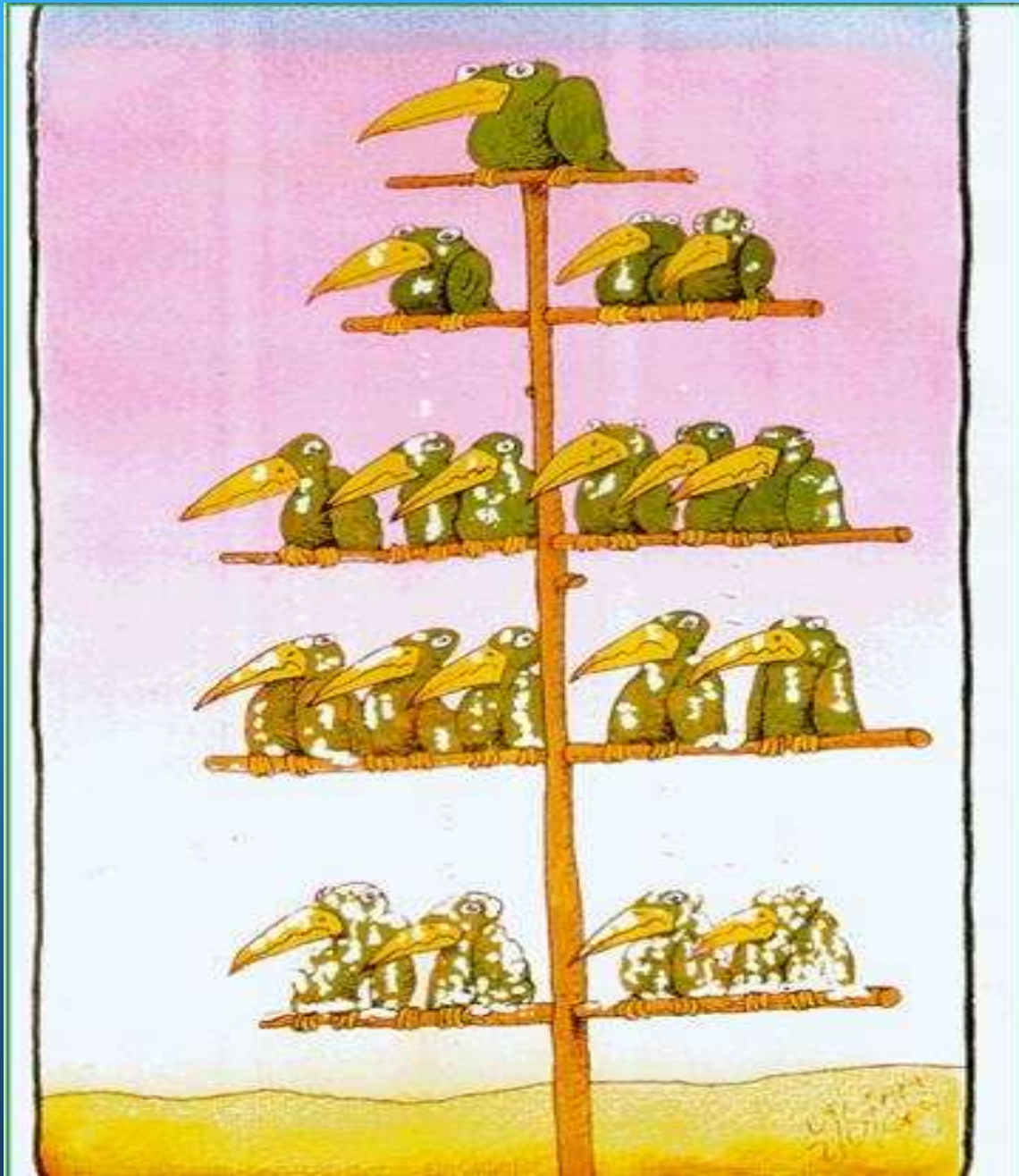
# What's Poisoning Us Today?



# TOXINS

- anxiety over coverage
- internal competitiveness
- inflexible targets
- parental pressures
- being judged
- being overdirected
- not being listened to
- being misunderstood





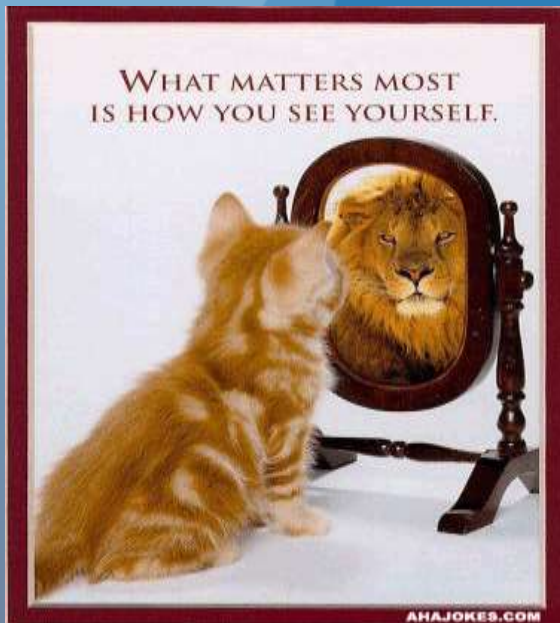


# NUTRIENTS

- **being valued professionally**
- **having a voice in decision-making**
- **being trusted**
- **being able to prioritise what matters**
- **being respected**
- **being supported in risk taking**
- **having opportunities to learn with and from colleagues**



# sollen



# wollen

# Promoting a culture of inquiry

There is an urgent need to take back the definitions of good teaching and good schools from those who have misappropriated them.

It is through a culture of inquiry and self-evaluation deeply embedded in the daily routines of classroom life, that schools gain a strength of conviction to expose what constrains authentic learning and, with an enhanced sense of agency, able to show how things can be different.

(Aguerendo and Vezub)



## Chapter 2

How good is learning and teaching  
in our school?

# What have we learned?

- A clarity of purpose and audience
- Criteria adapted to teachers' own situation, constraints and opportunities
- Focused on what matters to key stakeholders
- A process of continuing development rather than an event
- A process of bottom-up development with top-down support
- Welcoming of the external eye

what  
did you  
learn  
in school  
today?



# HOW DO TEACHERS LEARN?

- Peer observation
- Lesson study
- Co-teaching
- Mentoring, coaching and critical friendship
- Learning from and with students
- Collaborative lesson planning
- Learning conversations
- Sharing and discussing students' work
- Structured practice-focused meetings
- Learning walls

# The reflective practitioner: Two types of reflection

- **reflection-on-action** (after-the-event thinking)
- **reflection-in-action** (thinking while doing).



# Observing learning

- What are they doing?
- ◆ What are they learning?
- ◆ What am I learning?
- ◆ What will I do next?



# Data is for dialogue

Professional accountability is based on data, not as a final judgment .... not as a static numerical accounting but as a conversation, using data to stimulate discussion, challenge ideas, rethink directions, and monitor progress, providing an ongoing image of their school as it changes, progresses, stalls, regroupes, and moves forward again. (Earl and Katz, 2006: 13).

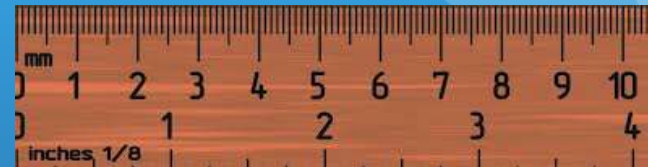
# SOURCES OF EVIDENCE

- Records of progress and assessment data, formative and summative.
- The views of pupils, parents, teachers and management.
- Individual teacher reflection and group reflection.
- Professional dialogue and sharing of experiences among teachers.
- Professional collaborative review of teaching and learning

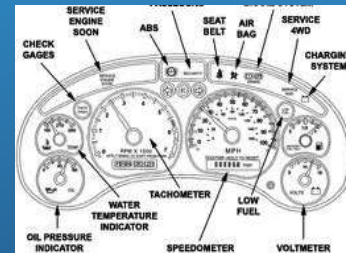
# Indicators: of quality and performance

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Measures



Warning lights



Tin openers



$$1 + 1 = 3$$



I used to think



Now I think



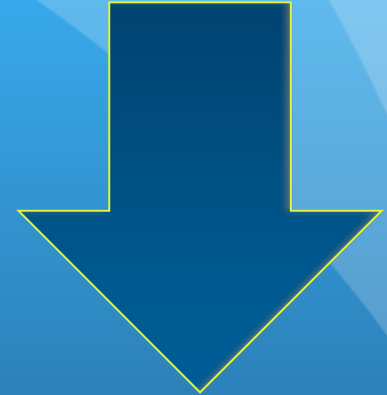
## Chapter 3

## Leadership

TOP DOWN?

Or

BOTTOM UP?





Leadership is exercised not at the apex of the organisational pyramid but at the centre of the web of human relationships

(Joe Murphy 1996)



OR



# Leaders as learners

The most notable trait of great leaders, certainly of great change leaders, is their quest for learning. They show an exceptional willingness to push themselves out of their own comfort zones, even after they have achieved a great deal. They continue to take risks, even when there is no obvious reason for them to do so. And they are open to people and ideas even at a time in life when they might reasonably think—because of their success—that they know everything.

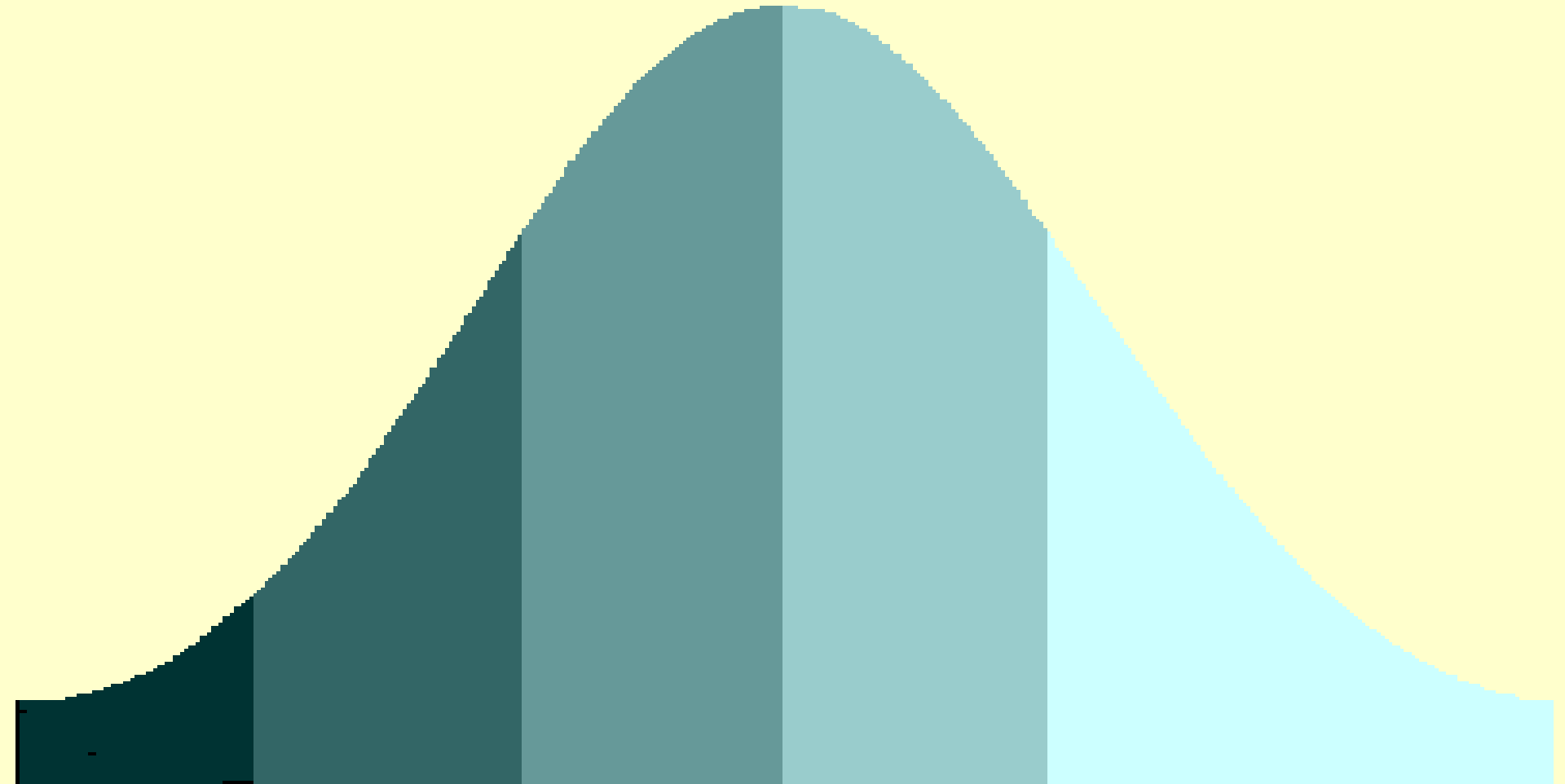
*(Hesselbein, et al., 1996, p. 78)*

## THE ENLIGHTENED EYE

Leadership acts are most likely to occur when attempts are made to understand the circumstances of teachers' work - starting with the practicalities of teaching, developing a language for talking about teaching, and assisting teachers to collect evidence about the contradictions, dilemmas and paradoxes that inhere in their work. This amounts to developing an inner eye so as to penetrate accepted assumptions and, in the process, identify viable ways in which transformation might occur.

*(Smyth, 1986, p. 3)*

# THE PACE AND FLOW OF CHANGE



Innovators

Early Adopters

Early Majority

Late Majority

Laggards

“Caminante no hay camino.  
Se hace camino al andar”

