

Perfect harmony or creative conflict? Stakeholder relations in teacher education

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TEPE Conference 2011
Vienna



Perfect harmony?



- **Così fan tutte**
- Act 1 Trio – Figlioli, Dorabella and Don Alfonso
- Mozart
- Vienna, 26 January 1790

Libretto by Lorenzo da Ponte

Gentle be the breeze,
calm be the waves, and
every element
smile in favour
on our wishes.

Sanft sei der Wind
ruhig sei der Welle,
und jedes Element
erfülle gütig
unsere Wünsche



...or creative conflict?



- **Grosse Fuge Op 133 in B Flat**
- Ludwig van Beethoven (1770-1827)
- First performed 22 April 1827



The conference questions

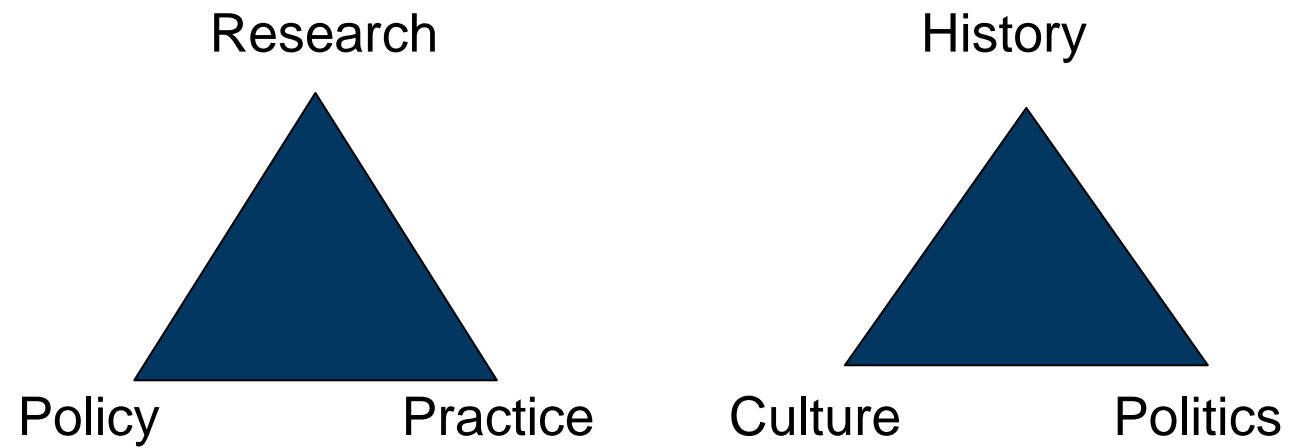
- What do we actually know from a comparative perspective about the quality and impact of different types of teacher education systems and teacher education policy in different contexts?
- Does the current wave of teacher education reforms indicate a significant shift or is it reflective merely of the need to be ticking boxes at the national level in order to adhere to a wider European agenda?
- How has research-based knowledge been used, or misused, in teacher education reform?
- What kind of research should be prioritised to meet the needs of teacher education policymaking, as well as the needs of the teacher education community?

A Tale of two countries....



- It was the best of times, it was the worst of times...
- *A Tale of Two Cities*, Charles Dickens

The focus and the thesis...





University of Glasgow

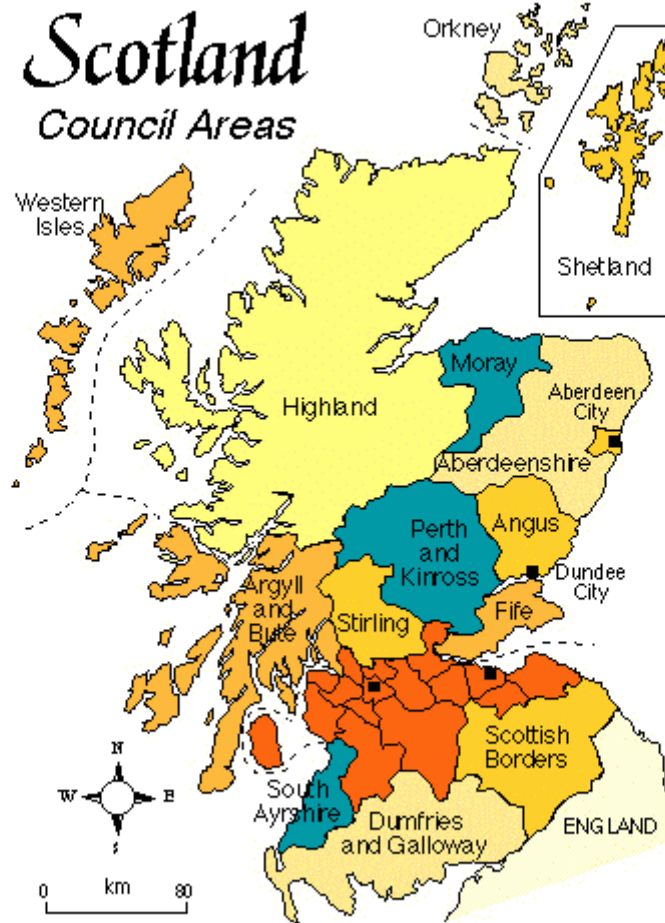


(Part of) Offshore Europe

- 1 'United Kingdom'
- 4 governments (but not an English one)
- 4 education systems
- 4 teacher education systems
- 4 sets of standards for teacher qualification

BUT

- 1 research assessment system



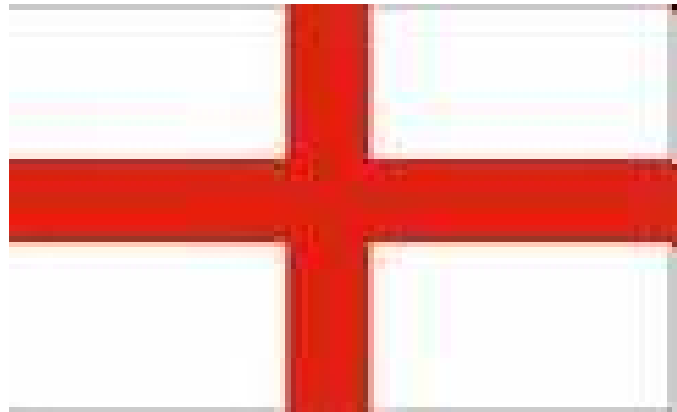
Teacher education in Scotland

- Population: **5 million**
- Teachers: **53000**
- Teacher education provision: **seven universities**
- Stakeholders: **Scottish Government, Providers/STEC, local authorities, GTCS (founded 1966), also HMle, unions**
- Policy community and politics: **close community; nationalist led govt.**





Teacher education in England



- Population: **50 million**
- Teachers: **440000**
- Teacher education provision: **about 95 universities plus many others**
- Stakeholders: **DfE, TDA, GTCE (established 2001, abolition announced in 2010), Ofsted, providers, some represented through UCET, others through NASBTT, and now National College as well.**
- Policy community and politics: **sometimes fractious; conservative/LibDem coalition**

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Scotland: Three reviews of teacher education

- (1) Deloitte and Touche 2001
- (2) Second stage review 2005
- (3) Review of Teacher Education in Scotland 2011 – Graham Donaldson, former Senior Chief Inspector



The Review of Teacher Education in Scotland (RTES)

Remit

- The Review's remit is to consider the best arrangements for the full continuum of teacher education in Scotland.
- The Review will consider initial teacher education, induction and professional development and the interaction between them.



RTES – the approach

- The Review will adopt an **open** approach to its remit. Its initial stance will be that nothing should be ruled out or ruled in.
- It will examine **evidence** about effective approaches to teacher education from within Scotland, elsewhere in the UK and internationally. It will seek and consider evidence from all interested parties.
- As it progresses, the Review will promote open discussion about emerging issues. It is intended that, in addition to wider media discussion, this website will become an [interactive forum](#), encouraging wide **involvement** in helping to shape the conclusions of the Review.
- See:
<http://www.reviewofteachereducationinscotland.org.uk/>

RTES Literature Review (Menter et al, 2010)

Aim

The overall aim of this review is *'to understand the contribution that teacher education can make to the quality and effectiveness of the educational experience and wider personal development of young people, drawing on effective practice in Scotland and elsewhere'*.

- See:
<http://www.scotland.gov.uk/Publications/2010/09/24144019/0>

Table 9. Summary of findings in relation to the objectives

Objective	Summary of findings
Provide a high level overview of the current model of teacher education in Scotland, identifying current strengths and areas for improvement.	A number of very strong features were identified although the major area for improvement was in linking these aspects into a coherent and integrated whole, based on partnerships between the stakeholders.
Identify other education systems (which are broadly comparable to Scotland) that have undergone a significant curricula change, have seen a recent rise in educational standards or are already high performing, and explore the contribution of teacher education to their overall strategy, drawing out learning appropriate to Scotland.	Although it is rare to find studies which establish causal links between curricular change, teacher education and improvements in educational standards, many insights into the improvement of practices in teacher education at the various stages of the continuum were identified, from a range of settings, which may be of value to consider in the Scottish context.
Explore the relationships between forms of teacher education and the enhancement of professionalism, and between enhanced professionalism and pupil outcomes.	Four models of teacher professionalism were identified and linked to particular approaches to teacher education. The evidence on linkages between enhanced professionalism and pupil outcomes was found to be limited, contradictory and somewhat inconclusive.
Provide an overview of effective practice in evaluating the impact and effectiveness of teacher education.	Three main approaches to evaluation were considered: research, inspection and self-evaluation. Although research can investigate precise questions it is rarely cumulative, long-term or large-scale. Self-evaluation can provide a strong basis for professional development for those concerned but is usually limited in its wider significance. Inspections provide a valuable basis for comparison within and review across whole systems but tend to be less flexible and can be less sensitive to particular contexts.

RTES - what the report says about teaching

- very strong emphasis on teaching as a profession based on high quality provision
- the key role that universities have to offer in the development of teachers (strong contrast with English White Paper)
- teaching is seen as a complex and challenging occupation which requires a strong and sophisticated professional development framework throughout every stage of the career
- emphasis on the link between teaching and leadership - good quality education is based on both, throughout the career.

RTES – what the report says about teacher education

General

- The continuum of teacher development
- Partnership between stakeholders
- Evidence-informed

Specific

- Review of standards
- New entry requirements
- Reform of undergraduate routes
- ‘Hub schools’

England - White Paper: *The Importance of Teaching*

‘We do not have a strong enough focus on what is proven to be the most effective practice in teacher education and development. We know that teachers learn best from other professionals and that an ‘open classroom’ culture is vital: observing teaching and being observed, having the opportunity to plan, prepare, reflect and teach with other teachers’

The English way forward

‘...we will:

- Reform initial teacher training so that more training is on the job, and it focuses on key teaching skills including teaching early reading and mathematics, managing behaviour and responding to pupils’ Special Educational Needs’
- The Right Honourable Michael Gove MP, Secretary of State for Education



Ofsted annual report

- ‘There was more outstanding initial teacher education delivered by higher education-led partnerships than by school-centred initial teacher training partnerships and employment-based routes’
- Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2009/10 (November 2010) Christine Gilbert



- Was this evidence considered?

Stakeholder relations in England

- Where is the evidence?
- Where are the universities?
- A national network of teaching schools
- ‘In parallel we will invite some of the best higher education providers of initial teacher training to open University Training Schools. These are widely used in Finland as a means of training teachers in practice...’

A chink of light? (enlightenment?)

- ‘Every university offering Education Sciences in Finland is closely linked to a school... These schools act as a link between teaching and the latest academic research and innovation...’
- According to the head of one such school ‘by training highly motivated and skilled teachers who are able to make educational decisions based on **theory and research** – in addition to intuitive argumentation – we best fulfil our duty towards Finnish pupils and students’

Hitting the headlines?



Industrial action over teacher education?

...an idea of a very bad university. Everyone knows there are tendencies in universities with comic potential, but I really don't think my novel contains a portrayal of the university I teach at, or of anyone who works there. My book is a work of fiction."

The writer went on to explain that campus life makes fertile territory for

...concentrate on financial administration with one of a number of his deputy vice-chancellors. "A little bit less concern on that one's part for the welfare of students, a little bit less intrusion," comments Hensher's VC as the angry don leaves his office.

The same alleged lack of interest in students and teaching standards in pro-

Teacher trainers' strike threat over classroom learning plan

by Daniel Boffey
Policy Editor

Plans by Michael Gove, the education secretary, to move teacher training out of universities and into schools face a wave of protest and threats of strike action.

Last night union leaders warned that they would not allow Gove his wish for more teachers to learn their "craft" by observing others in classrooms. Universities such as Liverpool Hope, a major teacher training institution, have already responded to the government's reform plans by seeking job cuts.

Teachers already spend much of their training in classrooms getting practical experience but the unions insist it is also crucial to learn theory and best practice in lecture halls.

A motion to be debated at the Association of Teachers and Lecturers' conference this week is set to condemn the government plans and the issue will feature at conferences held by the NUT and NASUWT unions.

Last night Sally Hunt of the University and College Union, which represents lecturers, said her members would turn to industrial action rather than allow the government to reform a system that "isn't broken".

Hunt said: "What I am very concerned about is this assertion that teaching is a craft that can be simply

learned by watching others. There is an awful lot of theory and research behind the profession. Teachers have a huge breadth of experience open to them and we are likely to lose all that if these reforms are pushed through.

"Something like 85% of teacher training is good or outstanding. That is not something you remove, that is a success story to be built on."

Hunt said she would be willing to instruct her members to strike if necessary. "We are working closely with members at institutions who are going to be affected," she said. "Just in the north-west we have seven institutions that are going to be hit, another three in London. This is moving far too quickly."

Plans for schools that specialise in training teachers have been outlined in the education bill as a possible replacement for university training.

However, union leaders fear these plans will not be financially viable in the current economic climate and that reforms will remove the old system without providing a replacement.

Gove is set to unveil more detail about his plans in June.

ON OTHER PAGES

The classroom should be a place for learning – but not for teachers
[Francis Gilbert, Comment, page 29](#)

I had never felt so clean and so... straight-forward. It was no nonsense, it was real, it was me
Tim Lott confronts life as a 'baldie'

Observer Magazine pages 26-34

A reassertion of social democracy?

Judt, T. (2010) *Ill Fares the Land (A Treatise on our Discontents)* London: Penguin

- The kind of society where trust is widespread is likely to be fairly compact and homogenous. The most developed and successful welfare states of Europe are Finland, Sweden, Denmark, the Netherlands and Austria, with Germany (formerly West Germany) an interesting outlier.... (p67)
- ...the fact remains that trust and cooperation were crucial building blocks for the modern state, and the more trust there was the more successful the state. (p70)

Teacher ed. research in the UK: 446 articles 2000-2008

Core Methods	Frequency	%
Reflection	268	60.1
Interviews	227	50.9
Small-scale	194	43.5
Qualitative	185	41.5
Literature review	138	30.9
Practice-based	137	30.7
Questionnaire	129	28.9
Large-scale	112	25.1
Mixed	102	22.9
Content analysis	100	22.4
Political economy	100	22.4
Case study	83	18.6
Survey	53	11.9
Longitudinal	38	8.5
Quantitative	38	8.5
Action research	35	7.8
Quasi-experimental	3	0.7

Teacher ed. research in the UK: 446 articles 2000-2008

Topics	Frequency	%
Professional Learning	380	85.2
National Context	367	82.3
Regulatory frameworks and policy	256	57.4
Curriculum and assessment	148	33.2
Partnership	110	24.7
Equity issues	77	17.3
Ethical issues	52	11.7
Teacher educators'		
Prof. development	52	11.7
Total	446	100

Large scale work in the UK?

- MOTE – Modes of Teacher Education – Furlong et al (2000)
- VITAE – Variations in teachers’ work, lives and their effects on pupils - Day et al (2007)
- BaT – Becoming a Teacher – Hobson et al (2009)
- TLRP – The Teaching and Learning Research Programme, 1999-2009 – tlrp.org

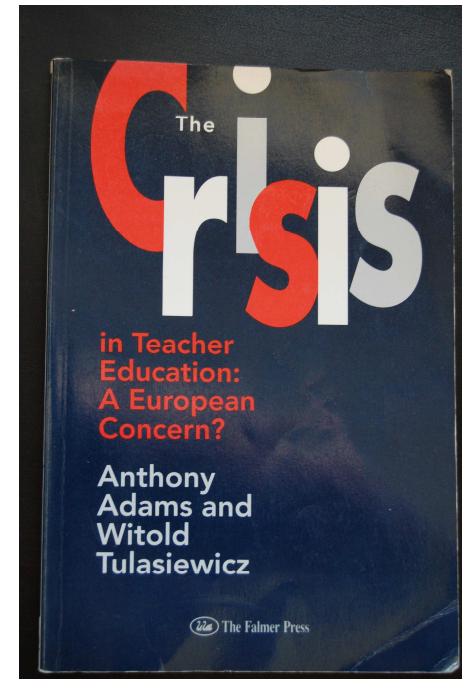
The situation in North America

- More research but still somewhat piecemeal and inconclusive
- See AERA handbooks
- Marilyn Cochran-Smith



True in 1995, what about 2011?

- Collaboration and consultation in education, the involvement of teachers and students, the importance of education proved by the spate of national legislation throughout Europe, are both a problem and a challenge for the European Union.
(p135)



Some conclusions – what do we need?

- **Close partnership between stakeholders (including national and local government as appropriate), but also Teachers' own professional organisations – councils and unions**
- **Careful commissioning of research in and on teacher education**
- **The sharing of knowledge bases across Europe and beyond – but the avoidance of simple comparisons or policy borrowing – always remembering context specificity**
- *...all with the aim of working together towards developing teaching as an enquiry based profession with all teachers having the skills and confidence to take part in the practice of enquiry and contributing to a wider educational community of enquiry with mutual recognition of the respective roles of the key organisations, but yet each organisation being able to critically comment of the others...*

What's it all about...?

- Teacher education in and for democracy...
- Perfect harmony AND creative conflict...



Another Viennese homeboy plays us out...



- **Joe Zawinul**
- *Stories of the Danube*
- Finale: The nations of the Danube celebrate peace

