

Learning from overseas

Professional learning and professionalism

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This session

- Context
- Why do it?
- Some personal reflections and examples of learning
- The technical benefits of international systematic reviews about professional learning
- Professional learning and teachers' professional identities through a global lens



Context – some examples

- International Centre of excellence in carrying out (EG [Developing Great Teaching](#)) and supporting (EG the NZ [Best Evidence Syntheses](#)) systematic technical research reviews of international evidence about CPD and use of research
- Member of OECD's Expert Group on teacher preparation and development- [Country Reviews](#)
- [Study](#) of how 7 different jurisdictions set out to shape teachers' professional identities – and how teachers respond
- Queen Rania Foundation's Technical Advisory Group
- Adviser to NIS group spearheading reforms in Kazakhstan



Why do it?

- Identifying similarities and differences:
 - in the context of a highly contextualised but universal service / profession; and
 - in the context of comparisons of systems achieving at different levels
- Pushes me towards metacognition about fundamentals E.G.
 - Challenges my assumptions - gives me a fresh pair of eyes with which to reflect on practice here
 - Illustrates the art of the possible –pushes my expectations and boundaries and expands my understanding
- It seems to help too...





Some intriguing examples?

- Text books in South Korea and insights into attitudes to subject knowledge [here](#)
- Recognition in Norway and Japan of extent to which school leaders in England are distinctive in taking responsibility for professional formation
- Middle leaders' contribution to early career teacher development & leadership succession planning in depth - when involving them in system level enquiry-oriented CPD



Evidence about effective CPDL

- A systematic review of reviews of evidence about Continuing Professional Development and Learning (CPDL) Developing Great Teaching
<http://bit.ly/23WTvw2>
- Shows that benefits for pupils, as well as teachers and trainees, from CPDL are linked with:
 - Organising support for professional learning around **pupils learning** (& colleagues for leaders); and
 - A **sustained (over at least two terms)** programme
 - A **rhythm** of iterative, structured, evidence-rich activities; and
 - A carefully **aligned** combination of activities



Effective CPDL involves:

- Recognising and building on colleagues' starting points and aspirations for pupils
- Exploring / reviewing/ challenging existing beliefs and practices *supportively* via:
 - *Iterative* cycles of trying new approaches and
 - Collaborative *reviewing of pupils' responses* to changes being made to refine practices
- Opportunities
 - to develop a *shared sense of purpose*; and
 - for *structured peer support* – shared risk taking in trying out new approaches



Effective CPDL involves:

- Understanding *why* things do and don't work as well as what's involved
- Working with specialists who provide expert support to secure depth via:
 - **challenging orthodoxies**
 - ***illustrating ever greater depth*** e.g. via *practices* from other settings
 - ***evaluating and designing*** CPDL activities *with sensitivity!*
- Assessment for learning for teachers

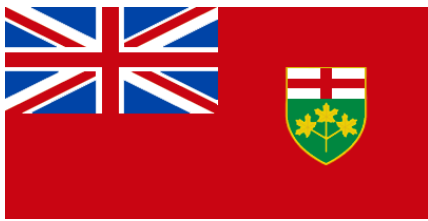


- What's distinctive about CPD in England that might make this evidence less- and or more relevant and or useful?



How governments try to construct teachers' professional identities

- Research into the key building blocks of teachers' professional identities in seven education systems worldwide



<http://www.curee.co.uk/node/5153>





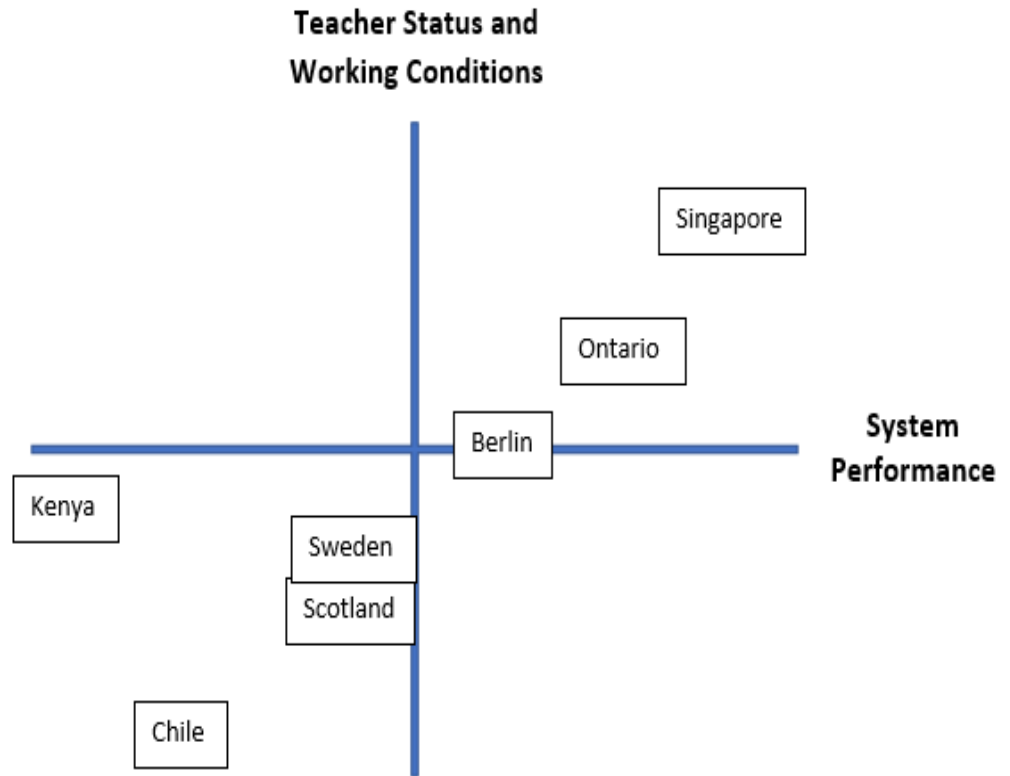
How do different countries try to drive professionalism and identity for teachers?

- Enhancing the status of the profession - relative to other professions – of both practice and pay
- Enhancing education performance and teacher quality
- Continuing Professional Development and Learning
- Developing an increasingly “teacher led system”
- Teacher leadership
- Regulation – qualification and initial training- including around values
- Focusing directly on recruitment and retention



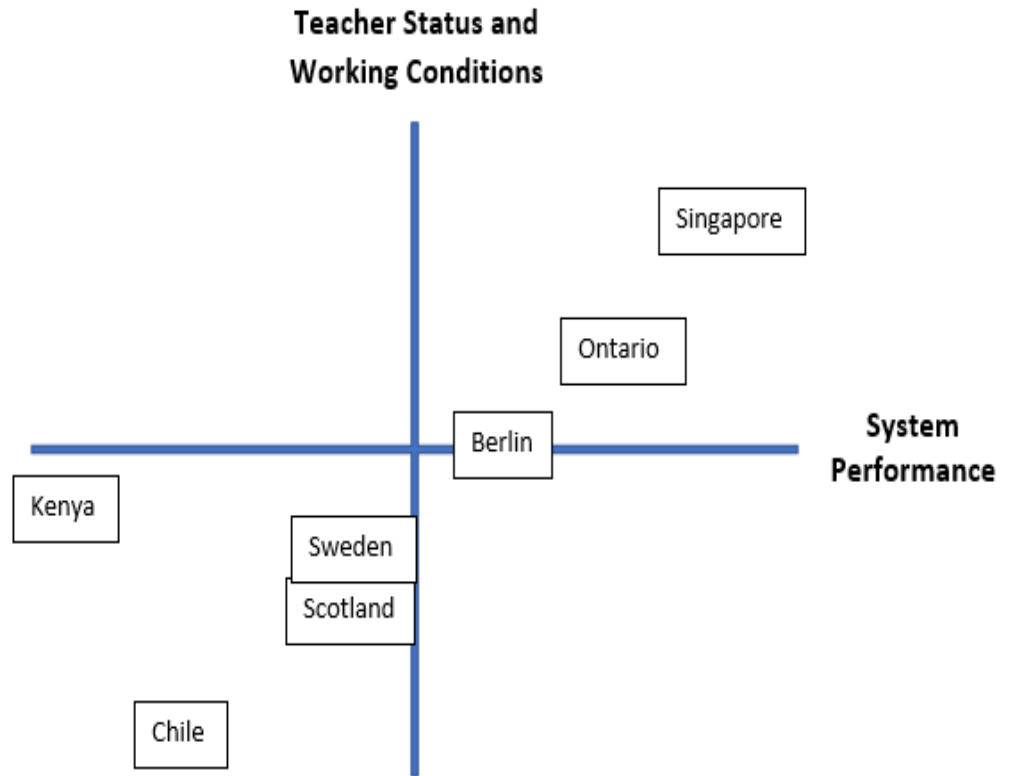
Teacher status and system performance

- Strong links between system performance and working conditions in many of these countries
- Outlier relates to short term context and reforms



Teacher status and system performance

- *Where might England sit on the teacher status and working conditions axis? (near Berlin for system performance)*
- *Where do Tower Hamlets schools sit?*



Teacher status and system performance

- Pupil achievement, system performance, education capacity and system performance are linked to a range of factors, especially an explicit focus on:
 - Improving wider public perceptions of teachers as skilled professionals
 - Enhancing **teachers' own professional learning and development**
 - The dynamic combination **of working on both** simultaneously to self-esteem
 - Emphasising the importance of teacher leadership, and explicitly developing teachers' leadership skills
- Explicit policies that link enhancing the status of the profession, *and* teachers' professional learning, contribute to high performance and teacher retention

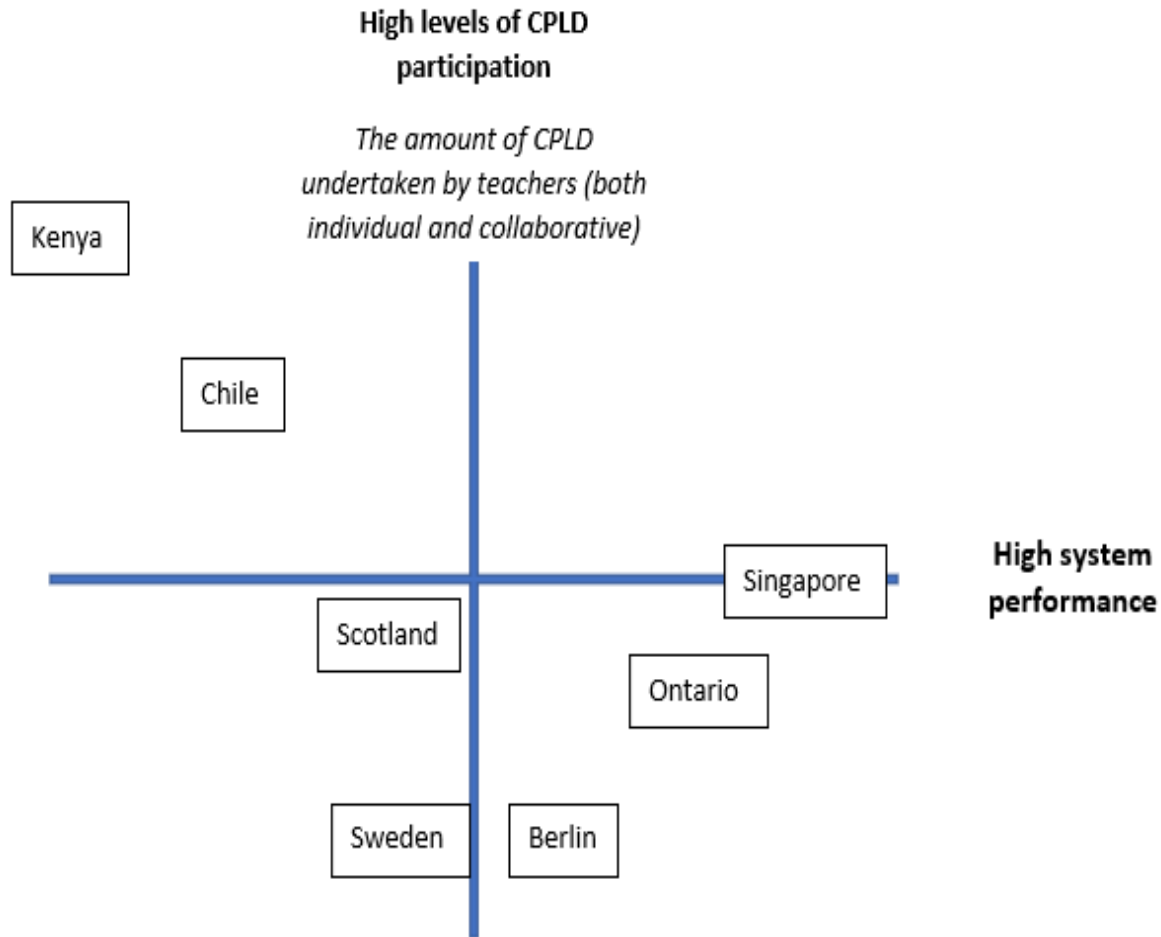


Enhancing teacher quality via CPD

- Local ecologies matter hugely but teaching is a profession so there are coherent themes:
 - e.g. pedagogy & a desire for more CPD
- More CPD not *necessarily* better
 - Good diagnostic analysis of system capacity; and
 - focus on quality CPD matters more
- CPD needs to be carefully matched to complexity of task
- Intense reforms can generate significant increases in poor, short term, remedial, undifferentiated CPD
- Teacher leadership can be complementary. E.G. Ontario
- Links between CPD, accountability and performance review are critical and can enhance or undermine CPD and CPDL

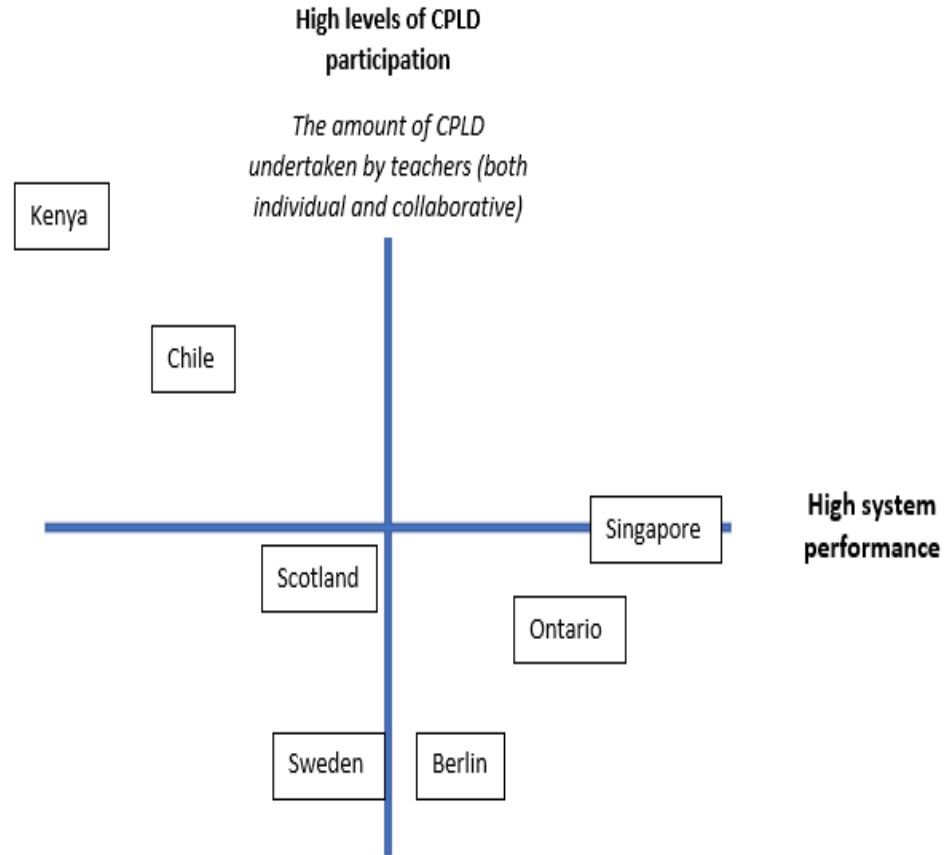


CPDL and system performance



CPDL and system performance

- **Where might England sit on the CPDL axis of this grid? (by Berlin on system performance)**
- **Where might Tower Hamlets sit?**



England



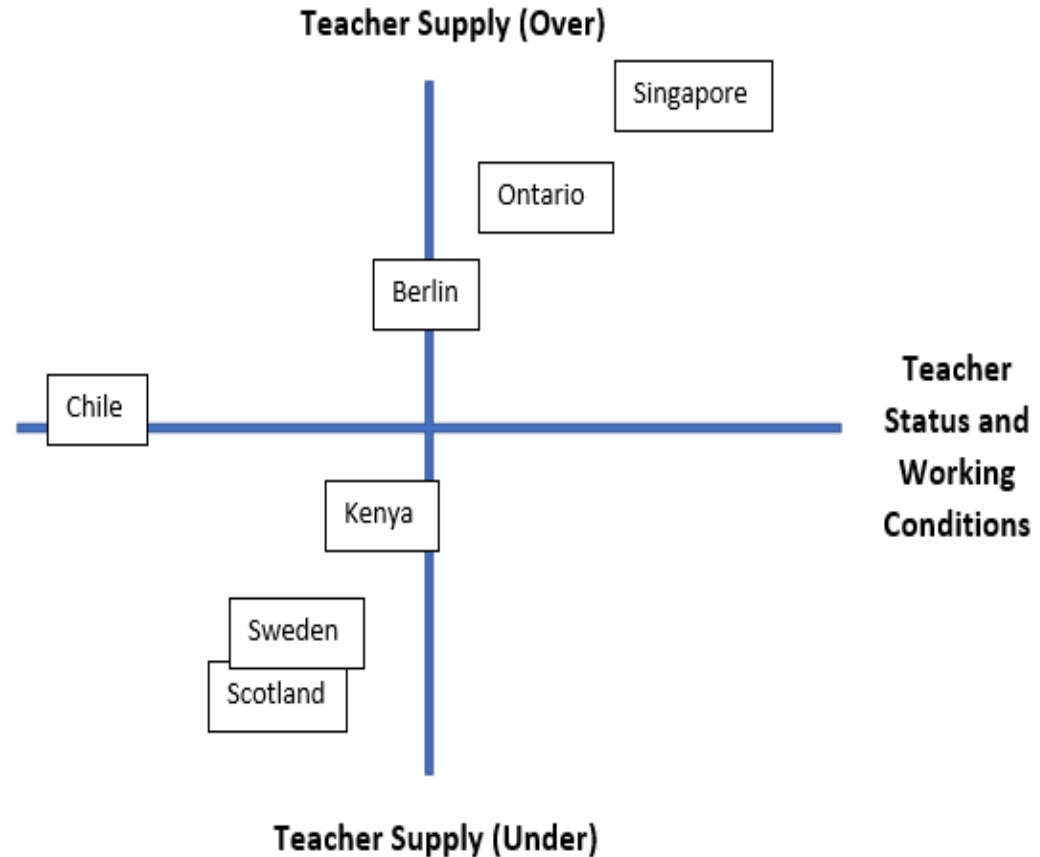
CPDL and teacher supply

- This evidence suggests that key building blocks for developing teachers' professional identities and healthy teacher supply include:
 - Good opportunities/ pathways for progression that value teachers and teaching not just schooling & are competitive
 - Positioning teachers as professionals who want and need to learn, not practitioners whose work needs correcting
 - Investment in high quality CPD and CPDL
- But CPD becomes a problem not a solution if high levels of CPD are set as an entitlement – without the resource, ring fencing or capacity to do it and support it well



Teacher supply, workload and working conditions

- Strong, predictable and relatively linear links between teacher supply and status / working conditions



Work life balance

- Perceived positive work life balance linked less with amount of mandated working time than:
 - The status of the profession, of teachers and teaching
 - Aligning the system's and the teachers' professional values
- Changes that had little or no impact arose from:
 - Formal reductions in time without reducing workloads;
 - Or carving reductions out of what teachers see as fundamental



Teacher values

Teachers ranked this aims in interesting ways:

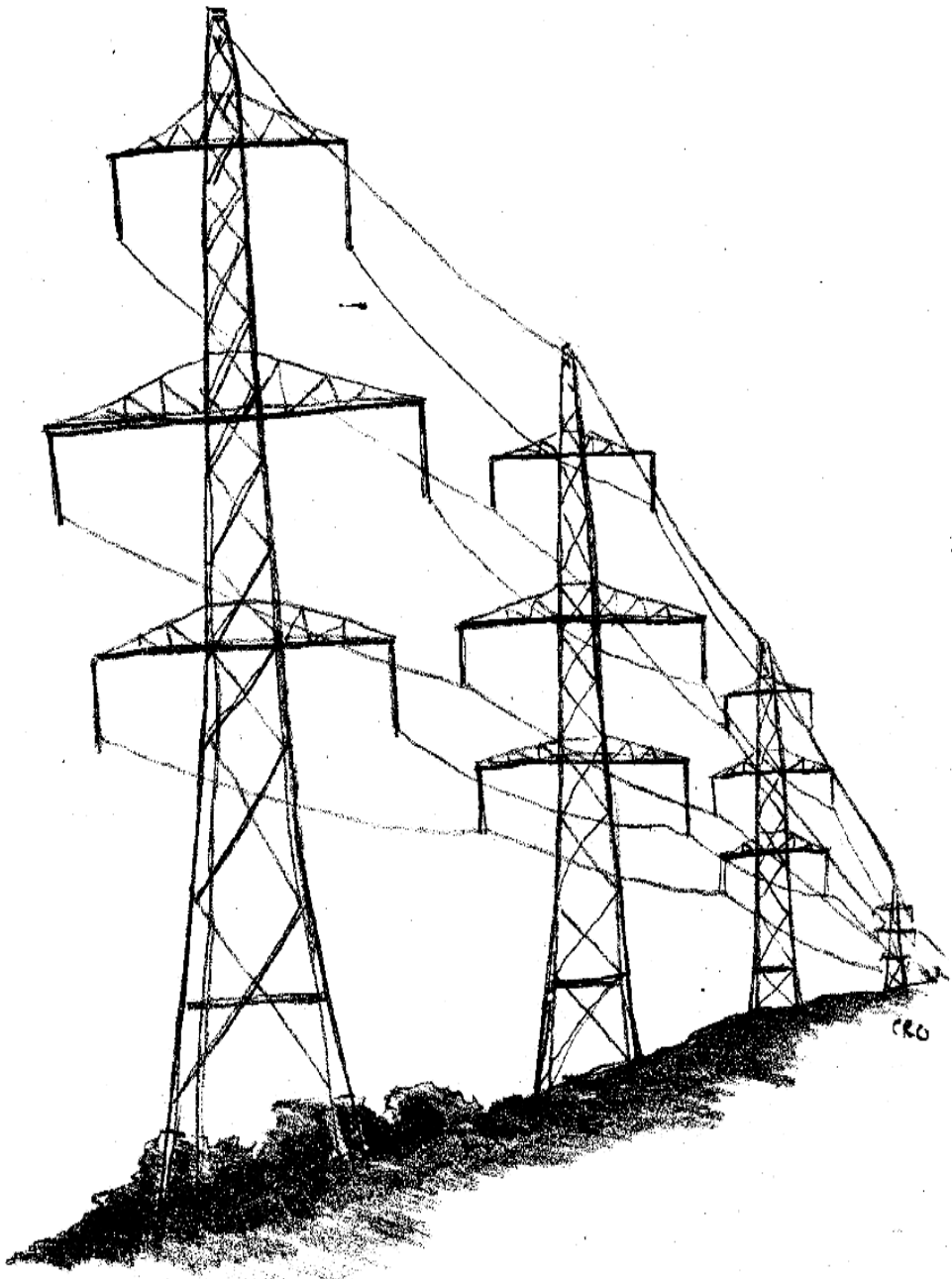
- Across all seven systems, ensuring student success in formal examinations was ranked as least important
- Promoting student interest and enjoyment in life long learning was top, in Ontario, Scotland and Chile; and
- Educating students to be best citizens they can be was top in Berlin, Singapore and Kenya
- What teachers in the other six countries were saying was that the route to progress was *through* engaging with students in the round
- In Sweden, communicating subject knowledge to students was the top because of new reforms
- Strong parallel between life long learning for teachers and pupils



Developing increasingly teacher led systems

- *Aspiration* for “increasingly teacher-led system” abound
 - E.g. **Scottish** government wants to create a “genuinely school-and teacher-led system” – via e.g. Curriculum for Excellence.
- But teachers often don’t experience this on the ground. Some evidence that gaps arise because policy makers:
 - equate a commitment to a teacher-led system with decentralised policy making
 - organise this through delegation to local leaders who may or may not then involve teachers
- The gap is also often down to the Bananarama principle
 - E.g. in Scotland teachers are free to lead/responsible for a wholly cross-curricular national curriculum
 - With little curriculum resource, CPDL support or underpinning rationale to help them navigate the resulting complexity







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