

Teachers' professional identity; Professional development and learning & teacher identity

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The Centre for the Use of Research and Evidence in Education

Presentation at the International Congress for School Effectiveness and Improvement Conference
Marrakesh 2020



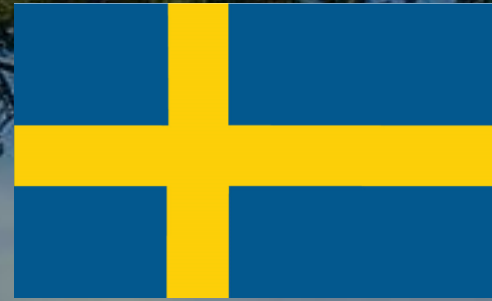
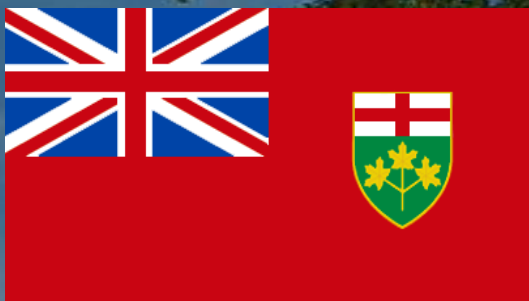
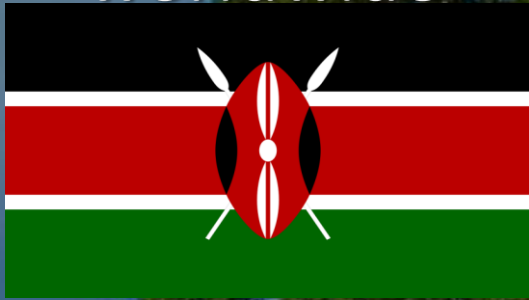
Centre for the Use of
Research and Evidence
In Education

This presentation will...

- Describe the research from which our learning was drawn
- Identify the key findings from the research relating to impact on teachers' professional identities of professional development policies
- Explore the opportunities for developing effective policy related to teachers' continuing professional development and learning which are suggested from the research findings
- Use the above to prompt a discussion about the parallels and divergences within this topic in the context of the Global North and South

Introduction to our research

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



Introduction to our research

- We explored how different countries construct teachers' professional identities through the lens of:
 - Classroom practices
 - Professional learning and development
 - Collaboration and networks
 - Government structures e.g. accountability systems
 - Teacher voice and leadership
 - Wider social and cultural contexts
- In order to cast light on how teachers create, access, share and shape professional knowledge

Stage 1

Research posters for each of the 7 systems, summarising education policies & context

Teacher Identities and Professionalism Research

Berlin

National Structures, Support and Direction

- Four performance levels for teachers in Germany since 2006 and the impact for the creation of the Conference of Ministers of Education, Youth and Family, representing the education activity.
- The last system is called into question (February 2012)
- September 2012
- September 2012
- September 2012

Headline Findings

- Teachers report a positive work culture, relationship with colleagues and support are good.
- Teacher autonomy, particularly regarding the curriculum, is low.
- Pay for teachers in Germany is among the highest in the OECD.
- The majority of teachers cooperate with their colleagues in exchanging materials and information and support are good.
- Teacher autonomy, particularly regarding the curriculum, is low.
- Pay for teachers in Germany is among the highest in the OECD.

Teacher Identities and Professionalism Research

Kenya

Increasing student enrollment... leading to teacher shortage

Headline Findings

- The increase in student enrollment has led to a teacher shortage, although the number of registered teachers has increased.
- This has also been influenced by many teachers and a lack of policy to attract teachers to teach in rural areas.
- The curriculum, teacher training and OPL and performance are not in line with the needs of the country.

Teacher Identities and Professionalism Research

Singapore

A strong commitment to teachers' and leaders' roles

Headline Findings

- Teaching is a regulated profession with a high status and a strong commitment to teachers' and leaders' roles.
- Teachers are highly trained and have a strong commitment to their profession.
- There is a strong commitment to teachers' and leaders' roles.

Teacher Identities and Professionalism Research

Scotland

Strong National Structures, Support and Direction

Headline Findings

- Teachers' system is characterised by a strong commitment to national structures and support.
- Teachers' system is characterised by a strong commitment to national structures and support.

Berlin Education System Overview

Priorities and Organisation	Teacher Roles, Recruitment and Retention	Professional Development, Teaching and Learning	Leadership, Accountability and Assessment
System Overview The Berlin Education System is organized in a hierarchical structure. It is governed by the Conference of Ministers of Education, Youth and Family, representing the education activity. The last system is called into question (February 2012). September 2012 September 2012 September 2012	Teacher Status and Autonomy Teachers in Berlin are highly trained and have a strong commitment to their profession. They are highly trained and have a strong commitment to their profession.	Professional Development and Learning Teachers in Berlin are highly trained and have a strong commitment to their profession. They are highly trained and have a strong commitment to their profession.	Leadership, Accountability and Assessment Teachers in Berlin are highly trained and have a strong commitment to their profession. They are highly trained and have a strong commitment to their profession.

Kenya Education System Overview

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Singapore Education System Overview

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Scottish Education System Overview

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Teacher Identities and Professionalism Research

Chile

National Priorities and Contexts

- The Chilean government has a strong commitment to national structures and support.
- Teachers' system is characterised by a strong commitment to national structures and support.

Teacher Identities and Professionalism Research

Ontario

System governed through a combination of federal and provincial governments

- The Ontario Education System is organized in a hierarchical structure. It is governed by the Ministry of Education. The last system is called into question (February 2012).
September 2012
September 2012
September 2012

Teacher Identities and Professionalism Research

Sweden

Teacher Status and Autonomy

- Teachers in Sweden are highly trained and have a strong commitment to their profession. They are highly trained and have a strong commitment to their profession.

Teacher Identities and Professionalism Research

Swedish Education System Overview

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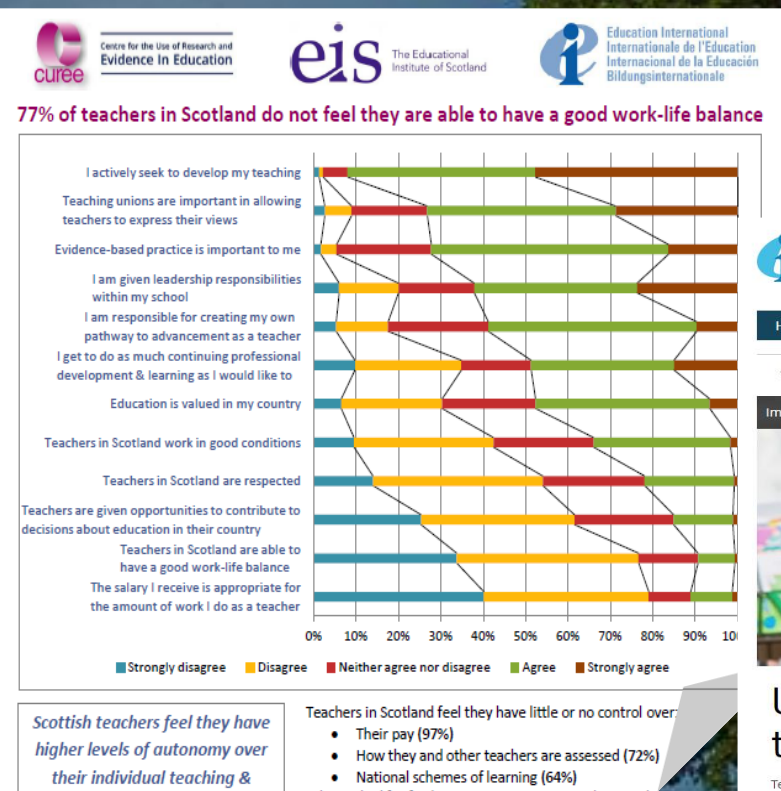
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Stage 2 – what makes a difference within country

- 🍷 We used the wider research to structure a survey
- 🍷 We used the country analyses/posters to contextualise survey questions
- 🍷 We worked with teacher professional bodies and associations to recruit teachers to surveys
- 🍷 We compared surveys and posters and created country highlight reports

The survey highlights from Scotland were published on the EI website, and made national news in Scotland



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Image by Mundial Perspectives via Flickr

Understanding teacher identity in the 21st century

Text by: [Education International](#) Published: **22.09.2017** Last edited: 26.09.2017

How national policies and cultural factors influence the development of teachers' professional identities is the subject of a new set of studies commissioned by Education International – an eye-opener for educators and policy makers alike.

How national policies and cultural factors influence the development of teachers' professional identities is the subject of a new set of studies commissioned by Education International – an eye-opener for educators and policy makers alike.

The Centre for the Use of Research and Evidence in Education (CUREE) and Education International are developing a new set of studies that focus on the relationship between national education policy and teacher well-being.

Education undervalued in Scotland, teachers say

Daniel Sanderson

3 2018, 12:01 am, news

Education Politics

Education Politics

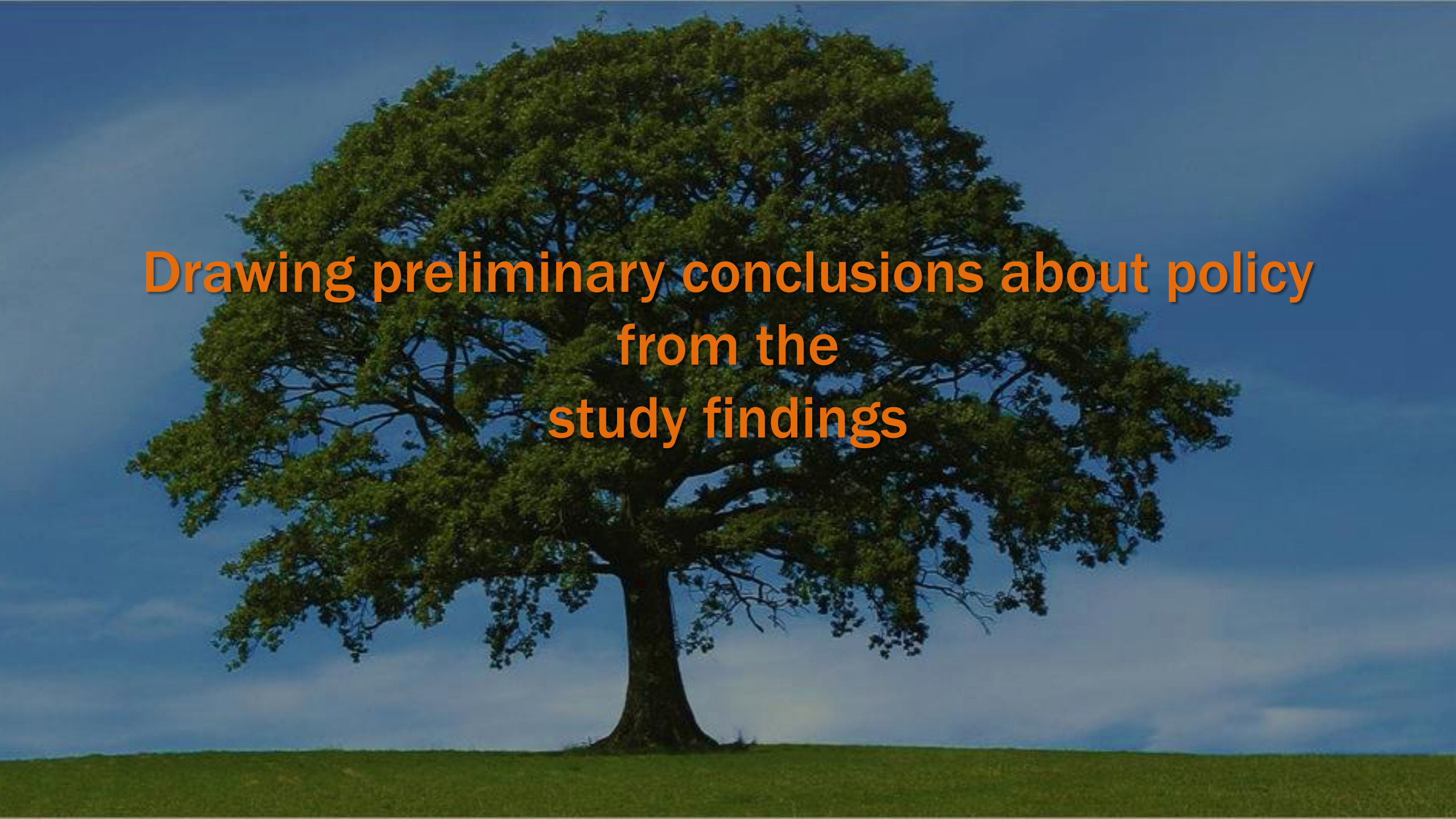
Almost four in five teachers surveyed did not feel that a work-life balance was achievable

PA

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Teachers feel disrespected and overworked and most do not believe that education is valued in Scotland, according to a study.

The findings of a survey of more than 1,300 teachers also revealed that almost four in five did not feel they could achieve a work-life balance while only 15 per cent felt they were given the chance to influence national education policy.

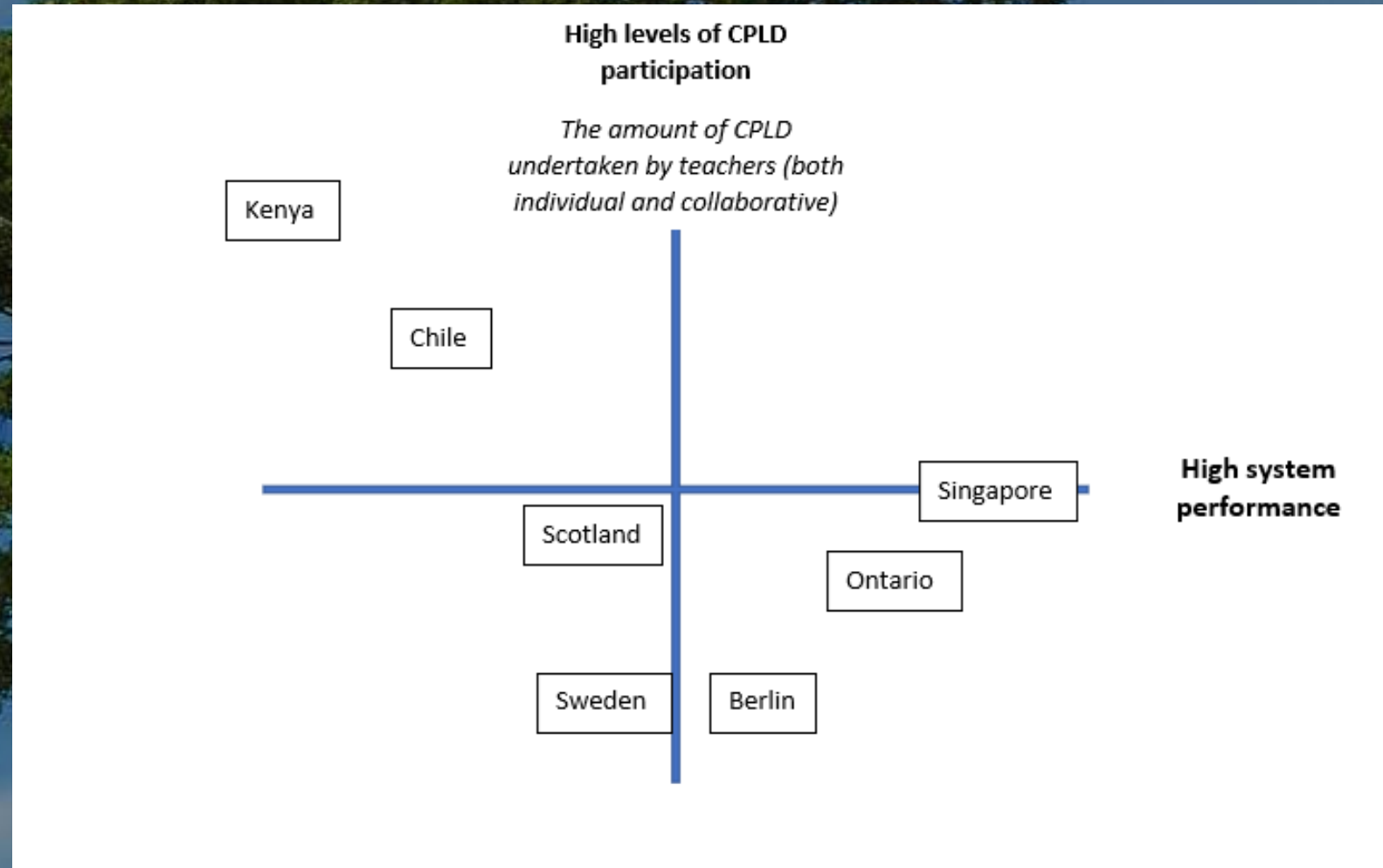


**Drawing preliminary conclusions about policy
from the
study findings**

Enhancing teacher quality via CPD

- Local ecologies matter hugely
- But Teaching is a profession so for CPD there are some 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 provision needs to be matched to complexity of task
- Intense reforms can generate significant increases in short term, remedial, undifferentiated CPD which undermines professional identities
- Teacher leadership can be complementary e.g. in Ontario teacher CPDL has, if anything, reduced to make way for teacher co-learning and leadership
- Links between CPD, accountability and performance review are critical and can enhance or undermine

CPDL and system performance

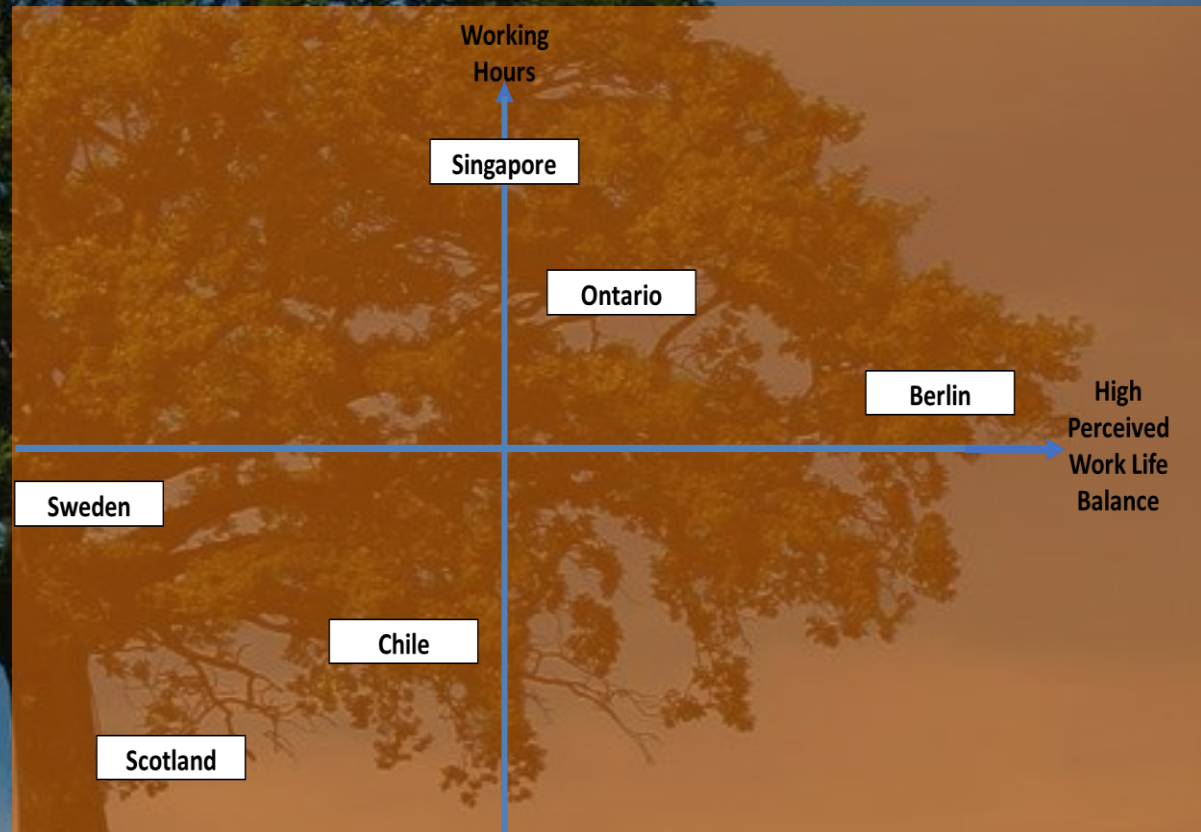


CPDL and teacher supply

- 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 on a continuous basis, not as practitioners whose work needs to be correct; and
 - Investment in high quality CPDL
- But CPDL becomes a problem not a solution if high levels of CPDL are set as an entitlement – without the resource, ring fencing or capacity to do it well

Workload and work life balance

- 🍷 The patterns around workload and work life balance are diverse
- 🍷 Lower working hours don't guarantee a positive work life balance
- 🍷 Positive status and predictability/stability look to be more important



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 (also linked to enjoyment)
- 🍷 In Sweden communicating subject knowledge to students was the top priority which flowed directly from new reforms which focus on communicating knowledge
- 🍷 What teachers in the other six countries were saying was that the route to progress was *through* engaging with students in the round

For reference

📖 Full report can be found:

📖 <https://eie.org/en/detail/16177/teachers%E2%80%99-professional-development-and-conditions-vital-signs-for-student-well-being-and-progress>



Time for a discussion

- The theme of this conference is around collaboration between the global North and South that is focused on improving education quality for all
- What do the findings from this project suggest to you about ways in which this kind of collaboration can be promoted and/or supported?
- What are the problems which could affect using this research to support or promote collaboration between the global North and South?
- What questions might this process uncover about the system/s you work in?

A large, leafy tree stands on a green field under a blue sky. The tree is the central focus, with its branches spreading out. The background is a clear blue sky with some light clouds. The foreground is a flat green field.

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