

Sauce for the Goose

Learning strategies that work for teachers as well as students

Many of our guests at CUREE's 10th Anniversary event responded enthusiastically to the question:

- If we have been successful in exploiting the power of research and evidence informed practice in 10 years time

The following slides capture those responses and organise them into 4 groups of aspirations – for:

- Learners
- Teacher agency and identity
- Professional learning and development
- Policy frameworks and context
- The status of teaching



If you would like to join the debate, log on to www.curee.co.uk and share your thoughts with others on the Sauce for the Goose discussion group at <http://www.curee-paccts.com/forum/75> (nb - you will need to register on the site if you haven't already done so)

Aspirations for... Learners

Concerns with children and young people and their learning and with the learning of those working with them will be at the heart of university schools of education.

For all children to use the web confidently to look for the evidence and think for themselves.

Learning is both teacher and student led.

Exciting learning experiences for learners.

Children and Young People will enjoy their learning more and be considering teaching as their career choice!

Focus on improving the well-being and life chances of children by removing/reducing the barriers to learning.

Aspirations for... Teacher Agency and Identity

Teachers will routinely use research to explore ways of improving teaching and learning in their contexts

Teachers know how to learn effectively and can choose their route as appropriate.

Systematic evaluation of teachers' own enquiry and CPD foci and goals influences research agenda

There will be increased professional pride and recognition of the expertise of those creating educational experience for Children and Young people.

Teachers/policy makers will be basing decisions about the curriculum offer in classrooms on a firmer understanding of child development and progress.

Teachers will state in surveys etc that they feel empowered to innovate and to be allowed to make mistakes.

There will be less distinction between the "HE" and "school" bits of the learning sector

Aspirations for... Teacher Agency and Identity

We will see teachers using evidence in the planning of their curriculum offer

Personally owned professional enquiry based practice as the dominant form of CPD for teachers with inset and cascade as a distant memory (well almost)

A collective valuing of specialist expertise.

The “knowledge” held in all our schools would be all our ‘knowledge’

Teachers will see a ‘research and enquiry approach’ as a key point of their professional identity

More and better diagnostic tools for teacher development – used formatively

Teachers will read about and create research as part of their every day practice. They will do this in groups, supported by the internet, and be given academic “credit” for this work

Aspirations for... Professional learning and Development

Professional learning will be the source of a teachers' self esteem and the influence of this on their learning.

Have an evidence base of curriculum design and development to inform practice.

In 10 years time (preferably a lot less), I hope we have stopped going on about techniques and started talking about practices.

Professional learning within the profession is core to education.

Learning will be both teacher and student led

CPD time for teaching – core activity and hall mark of a professional.

Aspirations for... Professional learning and Development

A strong focus on the process of the emerging thinking in research, rather than an over emphasis on the findings – learning's rather than findings.

Top-down initiatives incorporating real-time research strands to inform the progress of the initiative.

The “knowledge” held in all our schools would be all our ‘knowledge’.

Teachers and policy makers will not believe in ideas that we know are not evidence based.

An end to transmission thinking – and the translation of notions of “sharing and spreading” best practice into a model of professional learning.

Local research activities integrated with improvement initiatives.

Aspirations for... Professional learning and Development

CUREE deeply involved with professional development for teachers, trainers across further education

Teachers have the opportunity to enjoy and see the benefits of learning for themselves.

Much more role modelling of professional learning and enquiry about teaching, learning and the curriculum by teachers.

Professional dialogue as a means of promoting professional learning is promoted as a corner stone of teacher education from ITT onwards

CUREE making a more significant international impact.

Teacher learning as a natural, continuous process from QTS onwards.

Aspirations for... Professional learning and Development

CPD is redundant as a concept.

An understanding of learning how to learn for professionals

Personally owned professional enquiry based practice as the dominant CPD for teachers with inset and cascade as a distant memory (well almost).

Initial teacher education will be built on collaborative professional development/learning – between student teachers and the teachers they work with in school.

The mention of professional learning (as opposed to training) is universally understood and is a given.

‘Cluster’ learning common place – as neighbouring schools work together to improve their collective teaching and learning.

Aspirations for... Professional learning and Development

Initial teacher education will be built on collaborative professional development/learning – between student teachers and the teachers they work with in school.

Teacher Created Learning Circle (TCLC)

Technology supports CPD.

Accept that transmission teaching has plateaued.

There is quite a lot out there about professional learning, but not accessible and digestible for teachers in general and CPD co-ordinators in particular! So that gap could be closed.

Aspirations for... Policy Frameworks and Contexts

Teachers/policy makers will be basing decisions about the curriculum offer in classrooms on a firmer understanding of child development and progress.

How can we decouple education R&D from political imperatives (i.e. government agendas) and allow them enough TIME to develop?

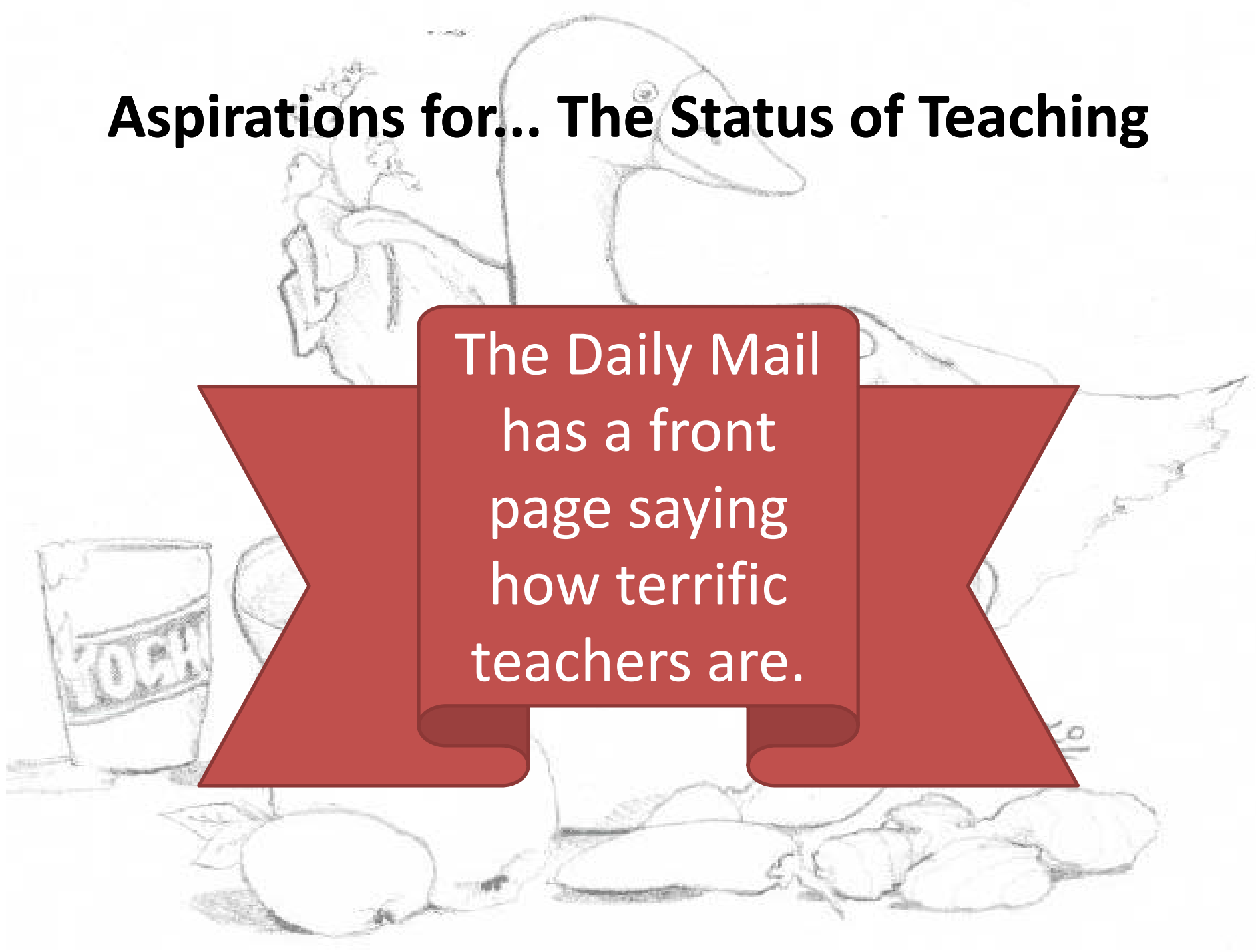
Policy makers will be making decisions about education based on existing evidence of what works.

There will be a systematic way of 'pulling down' the learning from the Centre for Excellence.

We shall have stopped punctuating conversation about teachers and their learning with empty phrases such as 'reflective practice'.

The "knowledge" held in all our schools would be all our 'knowledge'.

Aspirations for... The Status of Teaching

A pencil sketch in the background. At the top, a woman in a long dress carries a child on her back. To the right, a large swan is depicted. In the lower-left foreground, there is a yogurt container with the word 'YOGURT' written on it. At the bottom, there are several pieces of produce, including what looks like a round vegetable and some leafy greens.

The Daily Mail
has a front
page saying
how terrific
teachers are.