Teacher Professional Learning in Scotland: cloning the past or creating the future?

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• Thank you for the opportunity to learn with you as we tackle issues of common concern and co-construct a better future.

• Dėkojame už galimybę su jumis pasimokyti, kai sprendžiame bendrus klausimus ir kurti geresnę ateitį.
My thesis is that in Scotland

- it is crucial that we do not clone our past in education where we have had many innovations that have led to very little real change…..we have to ’Ruffle the Calm of the Ocean Floor’

- the desire to improve the quality of teaching and learning through professional learning has to be set in a broader context where everyone is learning and everyone is changing (learners, teachers, headteachers, Policy makers and researchers)

- for professional learning to have real impact it has to be seen to have integrity, ie, is meaningful and sustainable

- top down and/or bottom up are being replaced by the building of a shared vision based on shared values to which everyone is committed and everyone has a role to play in its realisation

- Teacher Education has a major role to play
  - with beginning teachers
  - in professional learning
  - in research
• Scotland – the context
• The Past
  Traditional models of professional learning in curriculum and assessment change in Scotland

• Not cloning but learning from the past
  Changing the Model and the Language
  A practical example of Assessment is for Learning
  The Integrity Model of Change – understanding what matters in sustainable change
  Regional Improvement Collaboratives – clusters of schools and local authorities working collaboratively towards Scotland’s national vision

• Systemic support for new approaches to change
  GTCS Standards for the professional life of the teacher
THE GEOGRAPHICAL CONTEXT
SCOTLAND'S CITIES

Scotland’s Society - The 80/20 split similar to the data on achievement in Lithuania
The 80/20 split
The Past in Curriculum and Assessment Innovation
Model One: DTIP

Drown Them in Paper

Well-intentioned documents sent into schools

Little support

Little concern for the voice of the teacher in setting the agenda
Model Two: ATIS
Assess them into submission

Use assessment as the driver

If it moves measure it........ if it doesn’t move measure it anyway in case it moves in future

Led to the collection of vast quantities of evidence very little of which was used to support learning

Teachers complain of problems with workload
Model Three: Tell Some of Them (the cascade model)

- This is a curriculum designed to promote greater social justice
- This is a curriculum designed to promote justice
- This is a curriculum about justice
- This is just a curriculum

Like Chinese Whispers – the further you get from the original message the more distorted it is likely to be.
The Innovation Cliff

Divergence from aspirations

Accommodations that led the innovation away from its original aspirations

Need for further innovation

Individual projects or programmes rather than direction of travel

Why?
Complication rather than clarity
Compliance rather than professionalism
Manageability rather than vision
Accountability - driver rather than lever
Not cloning but learning from the past

Aligning research, policy and practice
New Possibilities for Teacher Education
Changing language: changing thinking

• The language of the past, eg, tell, roll out, deliver, changing others

• The language of the future, eg, engagement, co-construction, reflection, self-reflection and evaluation
• How to adapt teaching practices to curriculum and assessment changes?

• Make teachers and teacher educators part of the curriculum and assessment change
Example One: Assessment is for Learning in Scotland
A national survey of what needed to change if assessment was to enhance learning

- Findings published as used as the starting point for the innovation
- Areas for agreed action included – how to build assessment for formative purposes into every classroom?
- How to build more dependable teachers’ professional judgement of learning outcomes?

Teachers, policy makers and practitioners as co-investigators

- Groups of teachers and local authority representatives from across Scotland invited to work with national policy makers and TEI researchers to explore how ideas from research might be made real in classrooms

- Research evidence on how assessment might best improve learning gathered and shared (building capacity amongst Teacher Educators)

How this works in Building More Dependable Teachers’ Professional Judgement
The Integrity Model of change

– ‘a quiet revolution in Scottish Education’ Education Minister

Educational Integrity
– clear and consistent engagement about why the innovation was important for them and for the learners with whom they work

Personal and Professional Integrity
– involve teachers, policy makers and researchers in the change process and respect the different roles that each will play

Systemic Integrity
– ensure that different policies and their enactment reinforce one another rather than conflict with one another - cogs in an old fashioned watch

(Hayward & Spencer, 2010)
The Integrity Model of Change

Sustainable change

Educational Integrity

Systemic Integrity

Personal and Professional Integrity

The Integrity Model of Change
Roles for Teacher Educators in Professional Learning

Research to inform – the evidence base for assessment
- the evidence base for the design of the change programme

Research to align - after 3 years – what is happening in schools and classrooms, how does this relate to the original aspirations and what might have to change (policy or practice)

Research to evaluate – has the initiative had the impact intended

Critical Friends to the process – working with school partners

The focus is learning and learning with dignity

Engaging Teacher Educators as partners in these roles can
• build capacity,
• deepen understanding and
• improve the quality of Initial Teacher Education as they build in their experiences to the courses they offer.
Similar models to tackle different issues have been developed in Scotland.

Regional Improvement Collaboratives (see Chapman et al, 2018)

- Government allocation on money in schools of social disadvantage
- Schools to decide how money is best spent in individual circumstances
- Teacher Educator Researchers work with RICS and school clusters
Example Two: Systemic Integrity –

System Support for Professional Learning

<table>
<thead>
<tr>
<th>REGISTRATION</th>
<th>PROFESSIONAL STANDARDS</th>
<th>TEACHER JOURNEY</th>
<th>PROFESSIONAL UPDATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE STANDARDS</td>
<td>SELF-EVALUATION</td>
<td>ENGAGING WITH THE STANDARDS</td>
<td></td>
</tr>
<tr>
<td>Standards for Registration</td>
<td>What is self-evaluation?</td>
<td>Professional Learning Sessions</td>
<td></td>
</tr>
<tr>
<td>Standard for Career-Long Professional Learning</td>
<td>Using a coaching wheel</td>
<td>How do I engage with the Standards?</td>
<td></td>
</tr>
<tr>
<td>Standards for Leadership and Management</td>
<td>Explore the Standards</td>
<td>Overview of the Standards</td>
<td></td>
</tr>
<tr>
<td>Headship Qualifications</td>
<td>Reflective Questions</td>
<td>Professional Values into Action</td>
<td></td>
</tr>
<tr>
<td>Professional Standards FAQs and Myths</td>
<td></td>
<td>Uses for Professional Standards</td>
<td></td>
</tr>
<tr>
<td>Learning for Sustainability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Standards

Professional Values and Personal Commitment
• Social Justice, Integrity, Trust and Respect and Professional Commitment

Professional Knowledge and Understanding, Skills and Abilities

The Professional Actions in Career-Long Professional Learning
• Pedagogy, Learning and Subject Knowledge, Curriculum and Assessment, Enquiry and Research, Educational contexts and current debates in policy, education and practice, Sustaining and Developing Professional Learning and Learning for Sustainability

• http://www.gtcs.org.uk/professional-standards/explore-the-standards.aspx
Creating a Future for Professional Learning

- The future is integrated
- The future is collaborative
- Professional Learning is part of what it is to be an Educator (policy maker, practitioner or researcher)
References


