



Teaching Scotland's Future:

Developing Teacher Professionalism

The challenges and opportunities of partnership

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Teaching Scotland's Future?

Key Priorities for GTC Scotland?

The professional role of the teacher?

- Striving to maintain and improve standards
- Working with others to promote strengths and to address areas of weakness
- Promoting quality and consistency, balanced with flexibility
- Promoting and securing high quality learning and teaching for Scotland, for the teaching profession and, above all for

Children and young people.

Setting the context: what does being a professional involve?

- ***Clearly defined practical and theoretical Knowledge
- Systematic education
- Certification of practitioners
- Professional autonomy
- The prioritisation of service to others before economic benefits ***
- Commitment to keep learning and improving throughout a career
- Aspiration towards optimal performance

(***) from Burbules and Densmore (1991) *The limits of making teaching a profession*

And the Donaldson view:

Teachers should be:

- *"Increasingly expert practitioners whose professional practice and relationships are rooted in strong values, who take responsibility for their own development and who are developing their capacity both to use and contribute to the collective understanding of the teaching and learning process."*

– *Teaching Scotland's Future 2011*

What should we expect of teachers in future?

- To seek to be as good as they can be
- To take responsibility for learning throughout their careers
- To participate actively in professional update (re-accreditation)
- To contribute to the development of a collegiate school
- To contribute to the support of other teachers, including new and returning teachers

What is a teaching professional in the 21st Century?

TP21. Teachers are committed to

- agreed activities, e,g. teaching, assessment, reporting and curriculum development
- personal CPD
- professional support for new teachers

Post McCormac??

- COSLA agenda?

What should we expect of a teacher?

Donaldson: Who are the partners and what are they aiming to achieve?

- *"A new concept of partnership (between) universities, local authorities, schools, national agencies and other services which embraces selection, course content and assessment"*

Graham Donaldson, STEC Conference April 2011

What is the purpose of partnership?

To promote high standards of professionalism through

- ☐ **Consistency**

- Understanding, promoting and applying standards

- ☐ **Coherence**

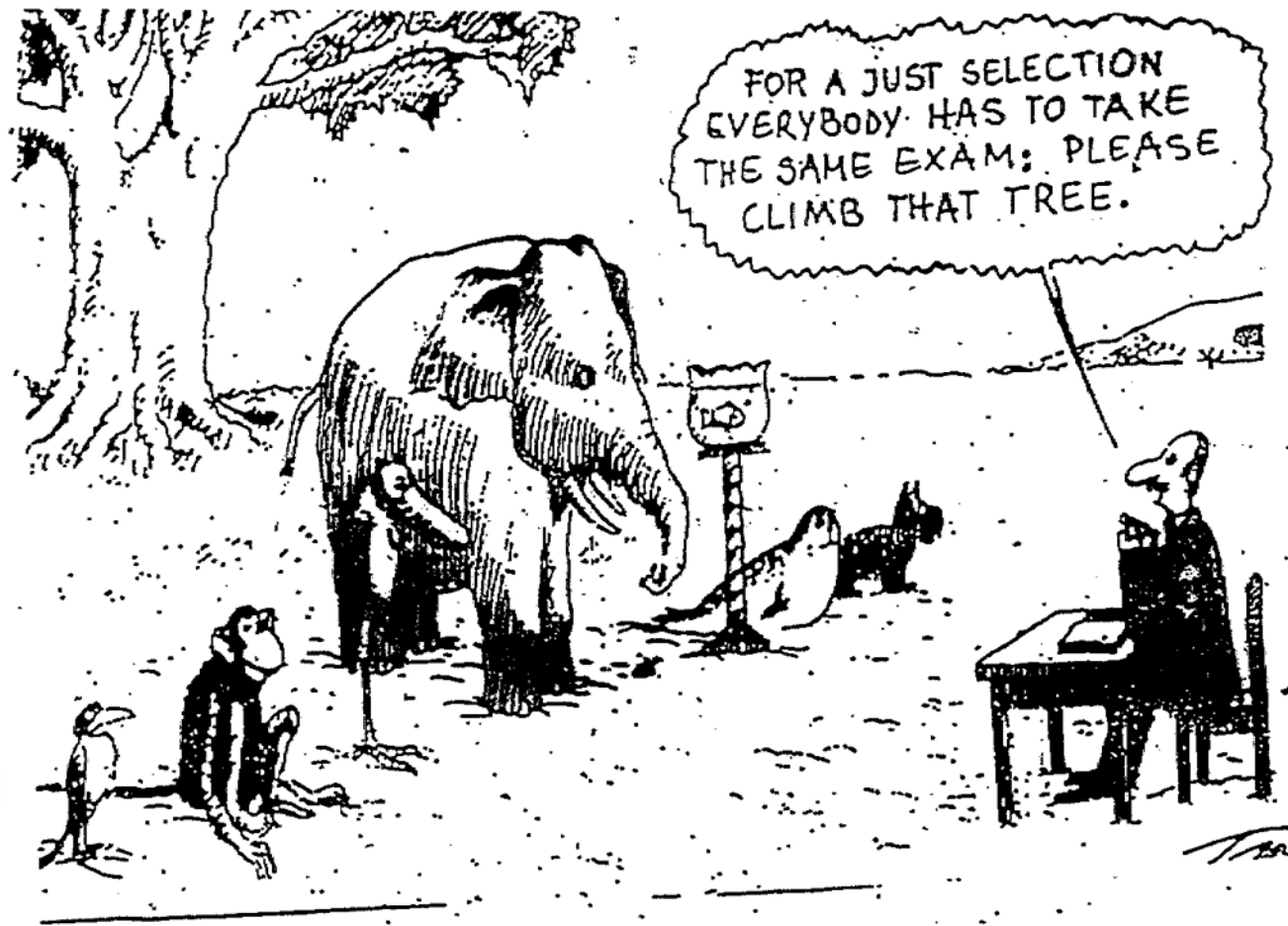
- Ensuring appropriate links between and across partners

- ☐ **Responsibility**

- Agreeing who does what and when?

- ☐ **Quality**

- Ensuring and sharing best practice



Selection, course content and assessment

- Who has responsibility?
- What problems will we face as partners?
 - working together, working conjointly or working in collaboration?
 - Complacency or the danger of simply adjusting what we have at present
- Where can we learn?

Partnerships: quality, consistency and coherence

□ Quality of:

- selection systems
- placements
- assessment and mentoring standards (and responsibility for them)

□ Consistency

- across the continuum of early learning
- across Scotland
- across an authority or even a school

Partnership challenges 1

We need to

- Plan ITE and Induction as one overall experience, building on joint delivery
- Ensure that placements help to explore theory through practice
- establish new, strengthened models of partnership based on jointly agreed principles, shared responsibility for key areas of teacher education and agreement with employers on effectiveness and impact

Partnership challenges 2

We need to

- consider (joint) staffing arrangements for student support and for induction programmes
- consider a review of the operation of mentoring and assessment arrangements
- Consider arrangements for selection of students

Partnership challenges 3

We need to:

- assess the continuing suitability of front-line university staff for engagement in teacher education
- consider provision of high quality CPD for teachers , perhaps available online and with the possibility of Masters credits
- anticipate closer attention by HMIE and GTCS during accreditation visits

Partnership challenges 4

We need to

- undertake research on the success of partnership plans , seeking students' views on placement quality and considering the impact of ITE on learning (REF)
- Consider the information about placements available within Practicum

Refreshing teacher education

- greater depth of study and challenge in ITE
- exploration of theory through practice in placements
- development of accomplished teaching/chartered teaching
- Masters credits?
- Standard for Active Registration?



To make progress, we need to:

- learn from relevant international good practice
- plan for improvement by building on current strengths
- address development needs
 - weaknesses in provision
 - teacher confidence in some skills
 - planning for leadership (and collegiality)
- ensure expectations are high and address complacency or lack of ambition

Teacher quality and system quality

- “the quality of the education system cannot exceed the quality of its teachers”

The McKinsey report: *“How the world’s best-performing school systems come out on top”*

Barber and Mourshed (2007)

And how did good systems become great? They focused on ...

- *"shaping the teaching profession such that its requirements, practices and career paths are as clearly defined as those of medicine or law"*
- *"(achieving) improvement by the (centre) increasing the responsibilities and flexibilities of schools and teachers to shape instructional practice" AND*
- *establishing mechanisms that make teachers responsible to each other as professionals for both their own performance and that of their colleagues.*

McKinsey report 2: *"How the world's most improved school systems keep getting better"* (2010)



Towards a new professional culture

- **Culture of learning** for all teachers
- **Culture of improvement** based on constructive opportunities to
 - *develop new skills; accept leadership roles*
 - *Engage in supported self-evaluation; and Professional update (PRD)*
- **Culture of recognition**
 - Support for and accreditation of progress
- **Culture of collegiality:** Teachers would have
 - *a right and a responsibility to contribute to the development of a quality service*
 - *a professional commitment to developing their skills and expertise in classroom practice.*



What is our goal?

To form an effective partnership

In the interest of children's
learning