

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

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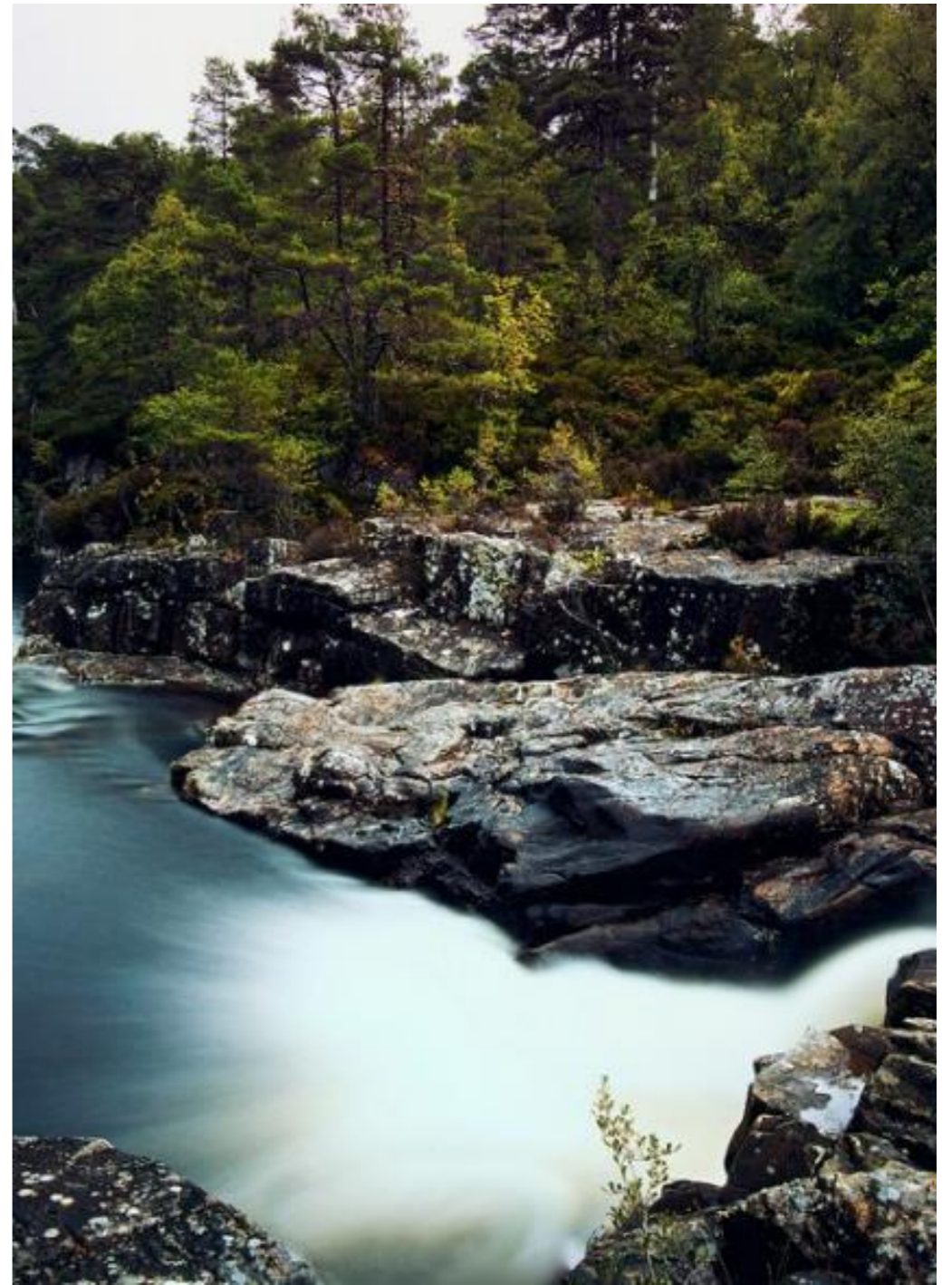
- Thank you for the opportunity to learn with you as we tackle issues of common concern and co-construct a better future
- Dėkojame už galimybę su jumis pasimokyti, kai sprendžiame bendrus klausimus ir kurti geresnę ateitį

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

Outline of the presentation

- 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

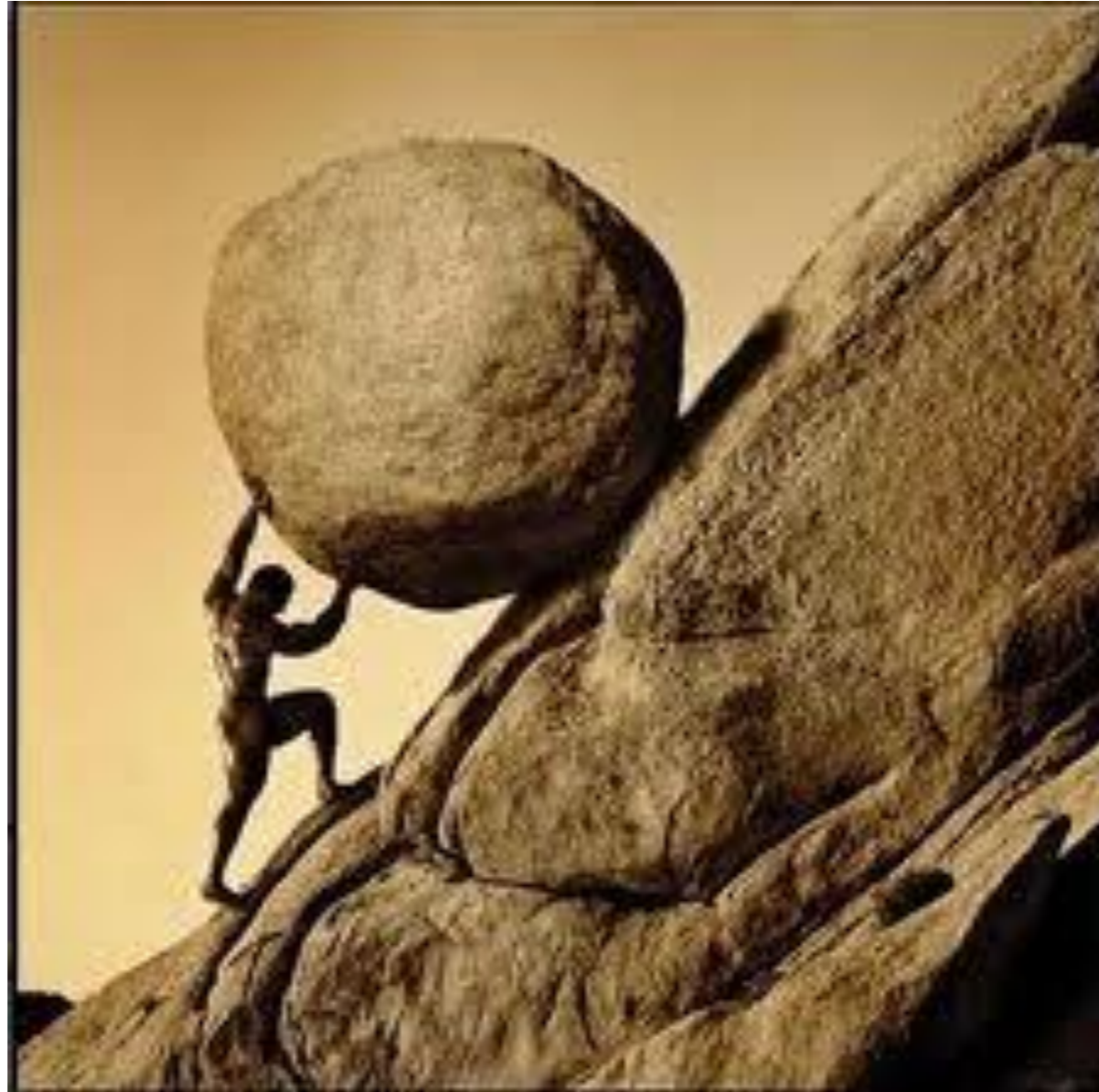


The 80/20 split

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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

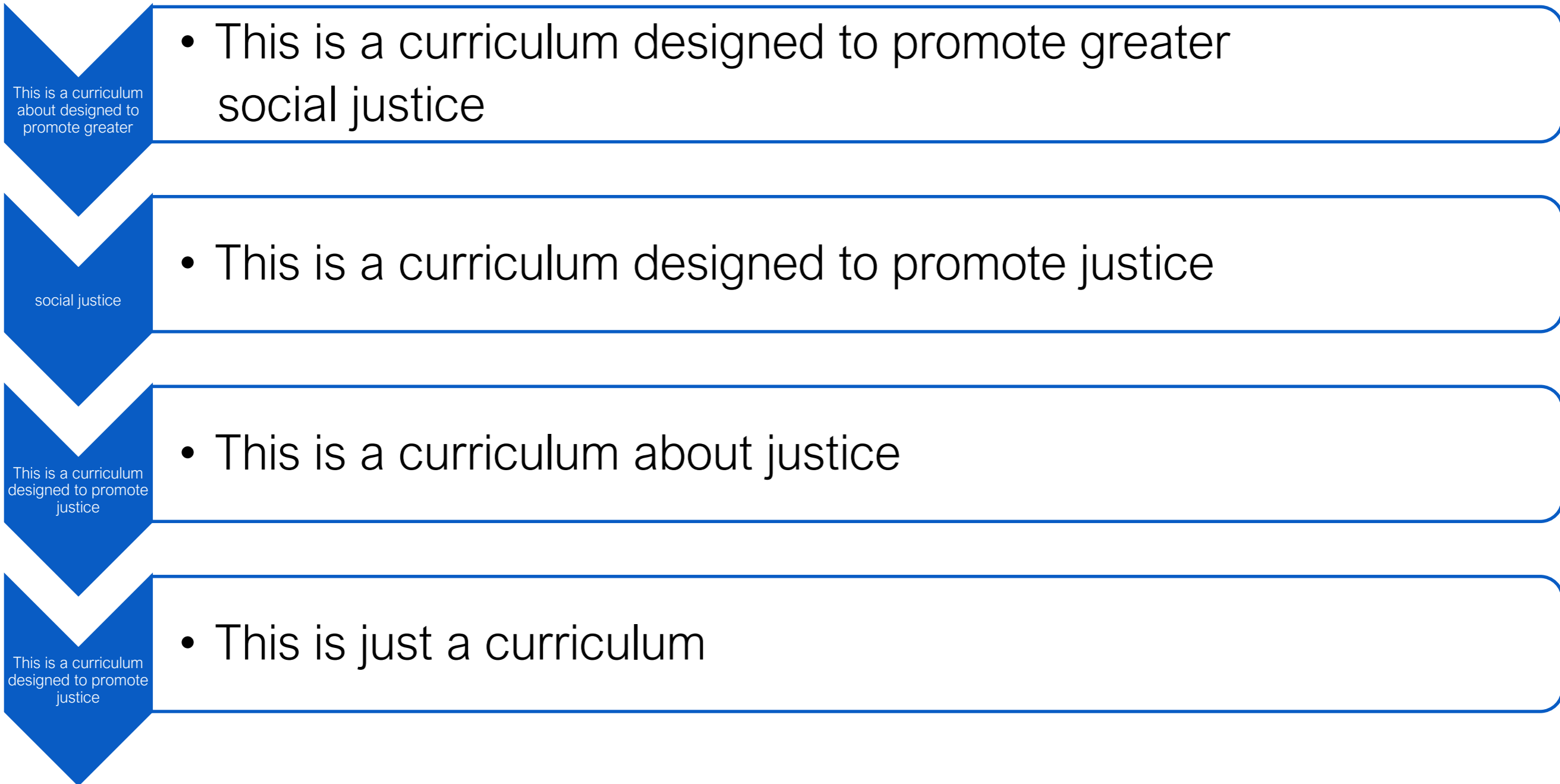
If it moves measure it.....
if it doesn't move measure it
anyway in case it moves
in future

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)



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

Teachers and Teacher Educators as Partners in Prof Learning

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

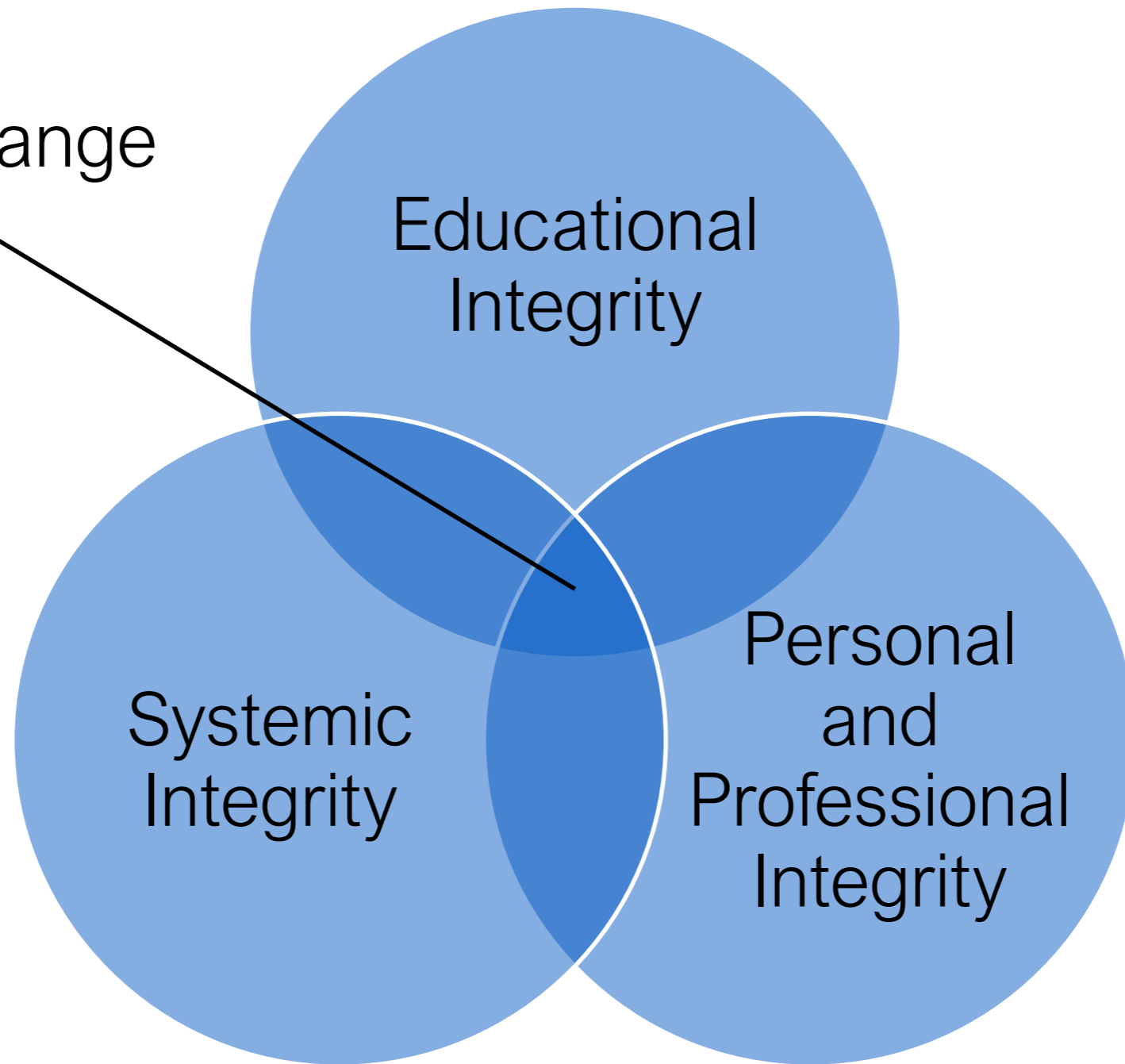
Personal and Professional Integrity

- 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

Sustainable change



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.

Roles for Teacher Educators in Professional Learning

Similar models to tackle different issues have been developed in Scotland

Regional Improvement Collaboratives (see Chapmen 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



THE GENERAL TEACHING COUNCIL FOR SCOTLAND
Enhancing professionalism in education since 1965

REGISTRATION

PROFESSIONAL STANDARDS

TEACHER JOURNEY

PROFESSIONAL UPDATE

THE STANDARDS



Standards for Registration
Standard for Career-Long Professional Learning
Standards for Leadership and Management
Headship Qualifications
Professional Standards FAQs and Myths
Learning for Sustainability

SELF-EVALUATION

What is self-evaluation?
Using a coaching wheel
Explore the Standards
Reflective Questions

ENGAGING WITH THE STANDARDS

Professional Learning Sessions
How do I engage with the Standards?
Overview of the Standards
Professional Values into Action
Uses for Professional Standards

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)

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