

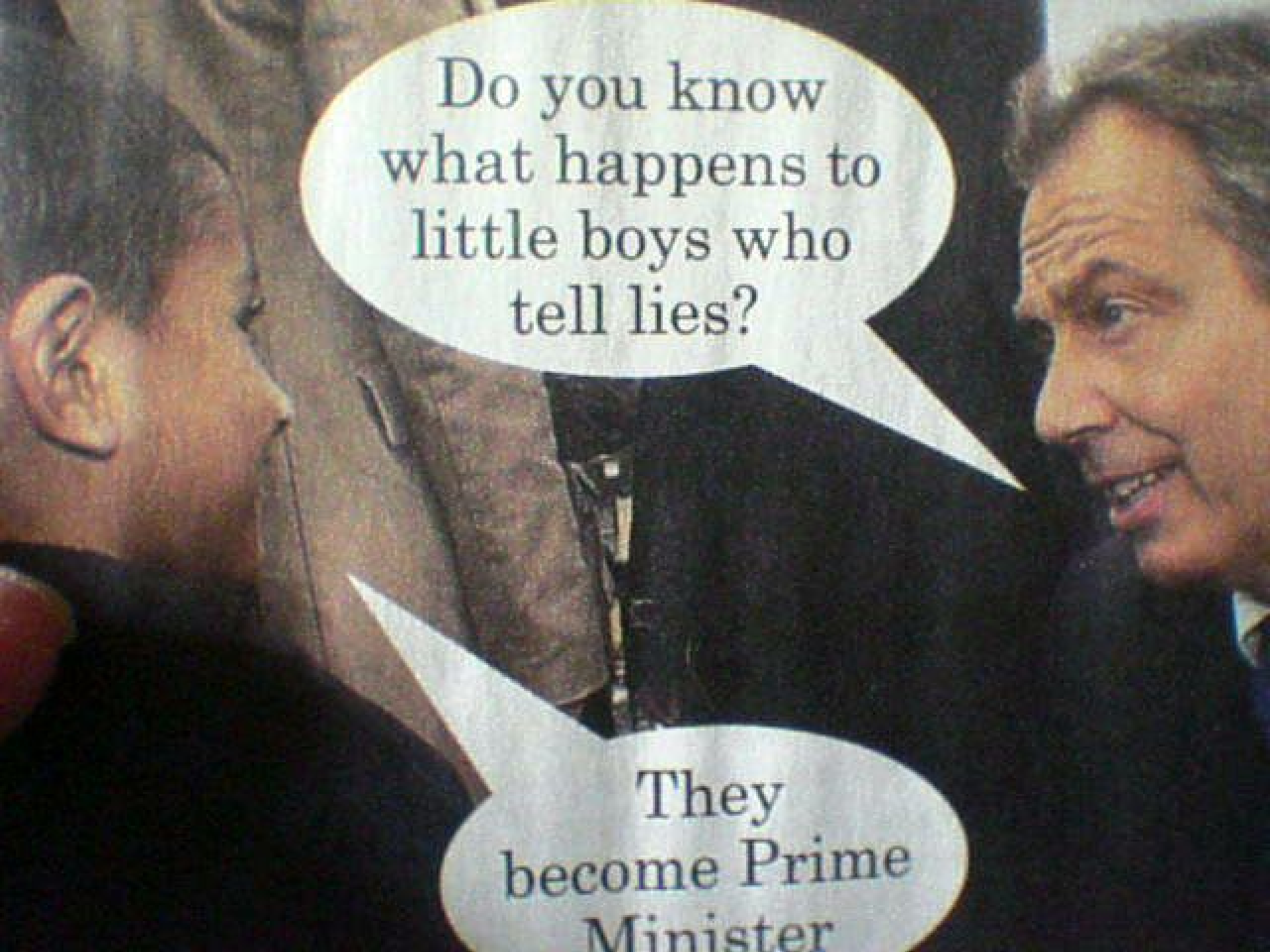
Teacher Agency and Pedagogy without Limits

John MacBeath
Professor Emeritus
University of Cambridge



Four global themes

- The politicisation of education
- The new world of childhood
- Learning: a return to first principles
- Learning to teach effectively

A photograph of two men in suits talking. The man on the left is looking towards the man on the right. Two speech bubbles are overlaid on the image. The top speech bubble contains the question, and the bottom speech bubble contains the answer.

Do you know
what happens to
little boys who
tell lies?

They
become Prime
Minister

Trends shaping education

- A new economic landscape

 - Knowledge intensive service economies

- Widening divides between affluence and poverty

 - populations on the move, new diversities

- Transformative technologies

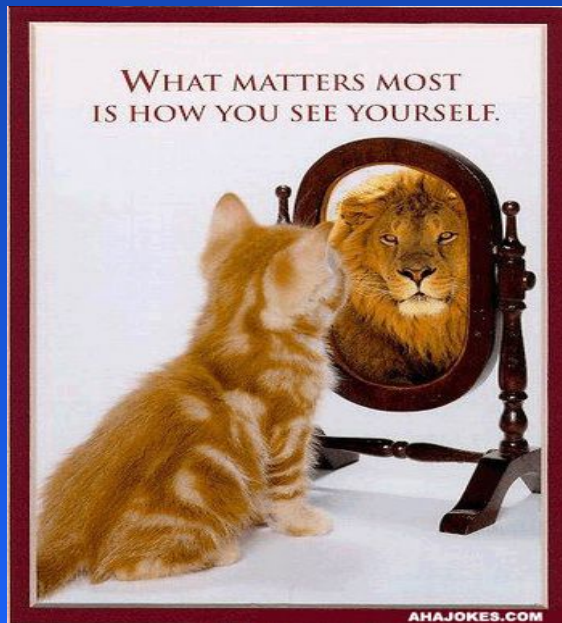
 - users create content

- Changing social connections and values

 - complex configurations of home life

(OECD, 2008)

sollen



wollen

Addressing the tensions

Managerial roles



Pedagogical
leadership

Power & control

Demands for accountability



Autonomy

Centralisation



Professional support
and development



Decentralisation

Autonomy is not enough

"Two decades of efforts to apply the effective school model have shown that school autonomy without pedagogical authority results in institutional abandonment"

(Aguerrondo & Vezub, 2011)

Archbishop of Canterbury's Christmas sermon

Friday 25 December 2009

In the case of children, we shall do our level best to turn you into active little consumers and performers as soon as we can. We shall test you relentlessly in school from the word go; we shall do all we can to make childhood a brief and rather regrettable stage on the way to the real thing - turning you into a useful cog in the social machine that won't need too much maintenance.

The Children's Society's Good Childhood report or the Cambridge Review of primary education. There has at last been a wake-up call about the ways in which we are crushing and narrowing children's experience; and there is a long and significant agenda there for debate in the months ahead.

The essential paradox

Education is *par excellence* about long term development of people and society but dominated by short-term thinking and decision-making

(OECD, 2008)

The definition of insanity

To go on doing the
same thing and
expecting different
results

We learn from repetition
at the expense of events
that have not happened
before

(Taleb, The Black Swan: the impact of the highly improbable, 2007,
p.78)

The impact of the improbable

"But in all my experience, I have never been in any accident of any sort worth speaking about. I have seen but one vessel in distress in all my years at sea. I never saw a wreck and had never been wrecked nor was I in any predicament that threatened to end in disaster of any sort."

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(Captain E.J. Smith, 1907, RMS Titanic)

Impatient policy

In its rush to modernize and bureaucratize political leaders failed to build on the cultural legacy in which teachers learned in the Socratic tradition of asking questions, in the Prophetic tradition of emphasizing self knowledge, in the community tradition of learning by doing, and in the story telling tradition by listening (Bajunid, 2008:280).

THREE WORLDS OF CHILDHOOD





Worlds of Childhood, Worlds of Learning



A world of learning

Ten to eleven years olds:

- *Hours in school*
- *Hours at home*
- *Hours in the virtual world*

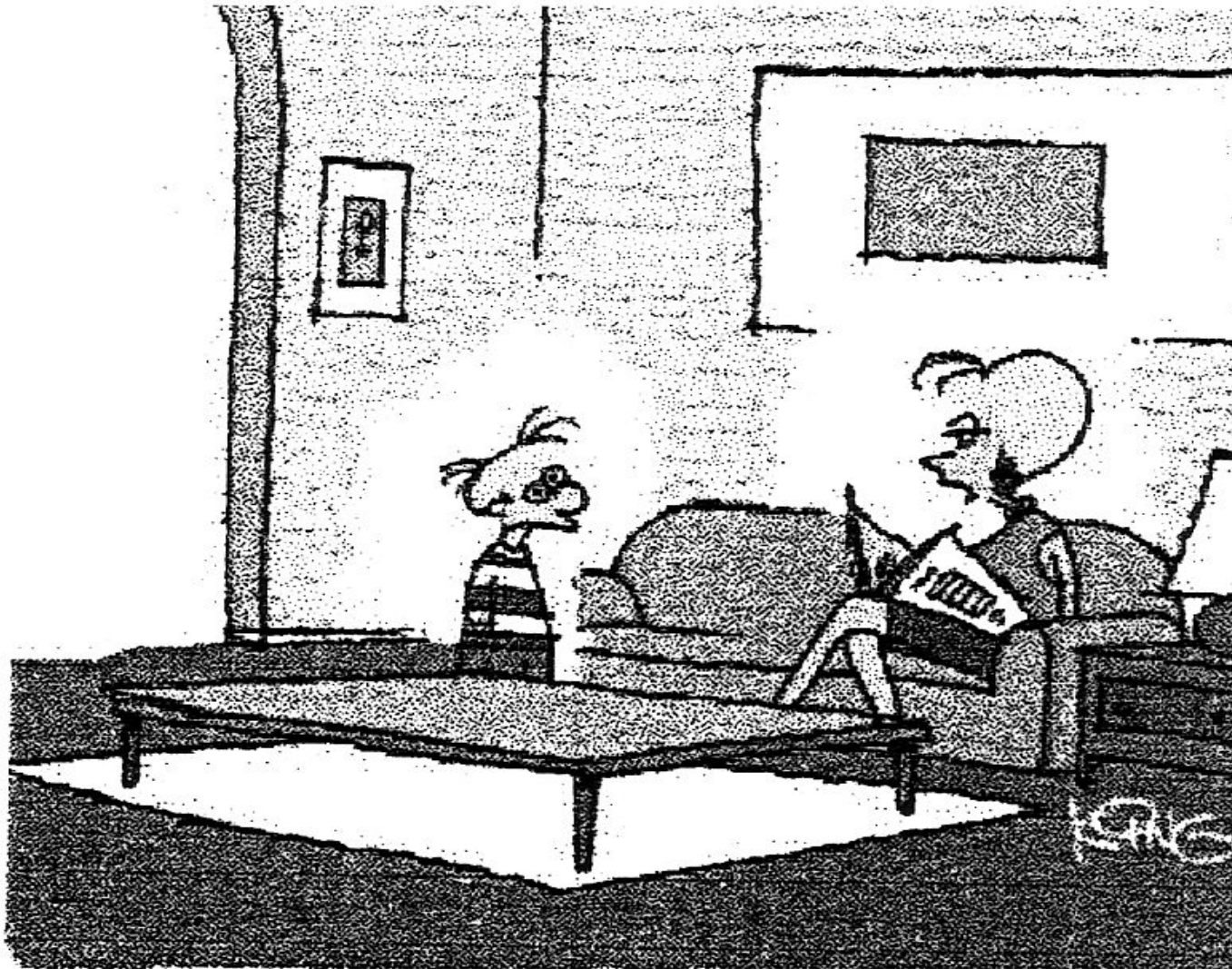
(Baroness Susan Greenfield, 2010)

A world of learning

Ten to eleven years olds:

- *Hours in school* 900
- *Hours at home* 1,277
- *Hours in the virtual world* 1,934

(Baroness Susan Greenfield, 2010)



NO, YOU WEREN'T DOWNLOADED YOU WERE BORN

NESTED LIVES

Children and young people live nested lives, so that when classrooms do not function as we want them to, we go to work on improving them. Those classrooms are in schools, so when we decide that those schools are not performing appropriately, we go to work on improving them, as well. But those young people are also situated in families, in neighbourhoods, in peer groups who shape attitudes and aspirations often more powerfully than their parents or teachers.

(David Berliner, 2005)





5Ws + H

WHAT?


WHERE?

WHEN?

WHO?

WHY?

HOW?



What
matters
most?

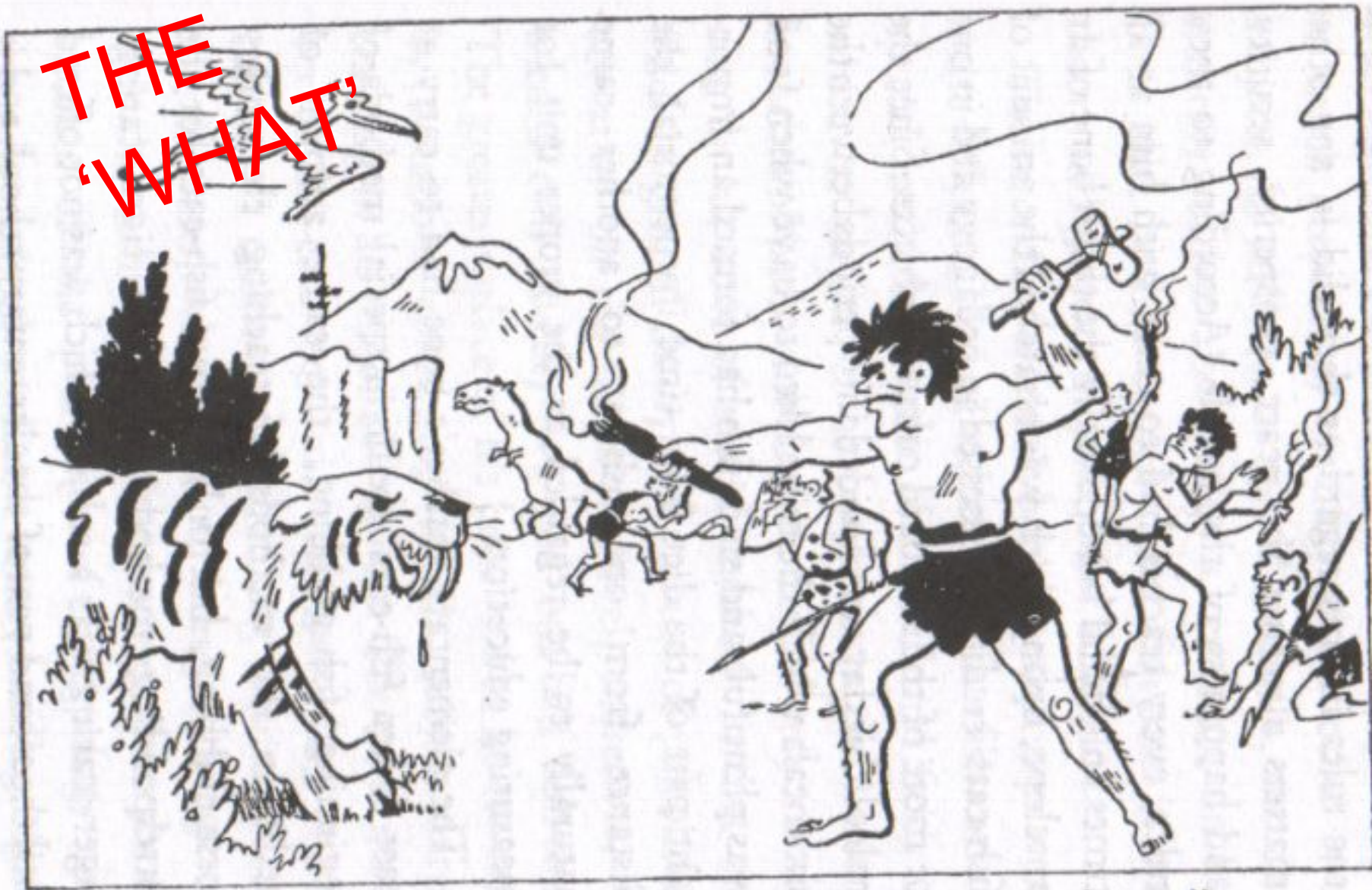
5Ws + H

WHAT?
WHERE?
WHEN?
WHO?
WHY?
HOW?

What
matters
most?

WHO
HOW
WHY
WHERE
WHEN
WHAT

THE
'WHAT'



"To learn tiger-scaring, it is quite helpful to have a real tiger."

THE WHO

Parents
and the
peer
effect



How do you expect children to listen to their parents when.....

- ◆ *Goldilocks enters houses uninvited*
- ◆ *Cinderella comes home after midnight*
- ◆ *Pinocchio tells lies all the time*
- ◆ *Aladdin is the king of thieves*
- ◆ *Batman drives at 200 mph*
- ◆ *Sleeping Beauty won't get out of bed*
- ◆ *Snow White lives with 7 guys*

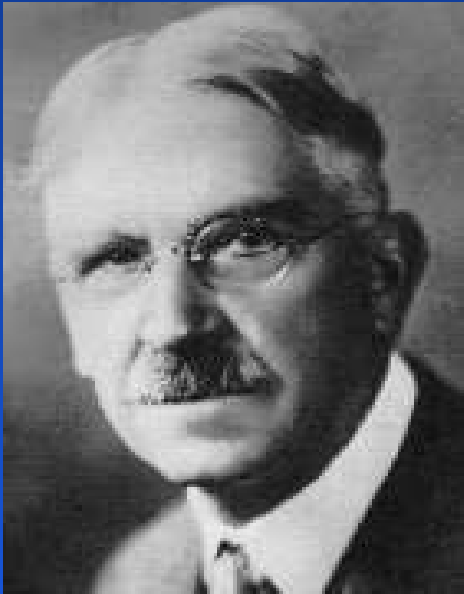
Warum muss ich in die Schule gehen?

THE WHY

In school you meet people different from yourself from different backgrounds, children you can observe, talk to, ask questions, for example someone from Turkey or Vietnam, a devout Catholic or an out and out atheist, boys and girls, a mathematical whiz kid, a child in a wheelchair... I believe wholeheartedly that the open school is there first and foremost to bring young people together and to help them to learn to live in a way that our political society so badly needs

(Von Hentig 2001: 47)

The 'where'?



... the only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself.

John Dewey, 1859
- 1952

School and not school

- ◆ *Individual cognition in school versus shared cognition outside*
- ◆ *Pure mentation in school versus tool manipulation outside*
- ◆ *Symbol manipulation in school versus contextualized reasoning outside*
- ◆ *Generalized learning in school versus situation-specific competencies outside*
(Resnick, 1987)

Learning in and out of the classroom

Many academic achievement outcomes:

- *Do not encompass the range of capabilities that informal settings can promote*
- *Violate critical assumptions about these settings*
- *Are not designed for the breadth of participants*

Learning Science in Informal Environments: People, Places, and Pursuits, National Research Council of the National Academies

The tyranny of being right

What we do know is if you're not prepared to be wrong, you'll never come up with anything original. And by the time they get to be adults most kinds have lost that capacity. They have become frightened of being wrong. We stigmatize mistakes and we're now running educational systems where mistakes are the worst thing you can make.

(Sir Ken Robinson, Chair of Government Task Force on Creativity, 1997-2001)

If at first you
fail

Try Again

Fail better

All learning
is social,
emotional
and
intellectual



welcome to the



children's[®]

UNIVERSITY

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Click on each of the images below for more information about the journey of Children's University™ Learning:



Learning Destinations



CU Publications



www.childrensuniversity.co.uk



in **1,500+**
Learning Destinations ...
and
in **2,714** schools in England

KS4 CU hours	Non CU	30-100	100+
English	34%	45%	76%
Maths	35%	63%	100%




Nobody
ever failed
a museum
(James
Bradburne)



Hong Kong OLE Framework: Six levels of reflection

Level	Description
I	Experience only
II	Record and make explicit the experience
III	Reflecting on the learning experiences
IV	Making the connection
V	Application of learning to new situations
VI	Adapting to new situations



The business of teaching

"We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude, and brilliant. We take them with attention deficit hyperactivity disorder, junior rheumatoid arthritis, and English as their second language. We take them all. Every one. And that is why it's not a business. It's a school'."

(Cirone, 2011, in Townsend forthcoming)

A
GOOD
TEACHER

Is generous

Listens to you

Encourages you

Has faith in you

Keeps confidences

Likes teaching children

Takes time to explain things

Helps you when you're stuck

Tells you how well you're doing

Allows you to have your say

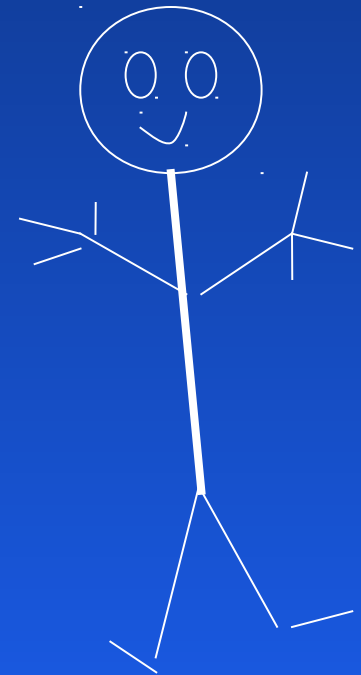
Makes sure you understand

Helps people who are slow

Makes you feel clever

Doesn't give up on you

Is forgiving



*There is always one moment in
childhood when the door
opens and lets the future
in."*

*Graham Greene
The Power and the Glory*



Escuela Nueva



A new kind of school

*El Modelo Escuela Nueva - Escuela Activa™ es una innovación de educación básica primaria que impacta a los niños y las niñas, profesores, agentes administrativos, familia y comunidad, a través de cuatro componentes interrelacionados que se integran en **sinergia a nivel de la escuela y la comunidad**.*

*Escuela Nueva fue diseñada con el fin de ofrecer la primaria completa y mejorar la calidad de las escuelas rurales de Colombia, **especialmente las multigrado**. Promueve un **aprendizaje activo, participativo y cooperativo**, un fortalecimiento de la relación escuela-comunidad y un mecanismo de **promoción flexible adaptado a las condiciones y necesidades de la niñez más vulnerable**. La promoción flexible permite que los estudiantes avancen de un grado o nivel al otro y **terminen unidades académicas a su propio ritmo de aprendizaje**.*

Carpe momentum: capturing the moment

The "learning moment" is that precise instant when an educational opportunity naturally presents itself in an interesting manner and in context, so that knowledge can be built upon and expanded through conversation or more discovery.

<http://www.suite101.com/content/recognizing-the-learning-moment-a39285#ixzz0yjwdbbP0>

Teaching and Learning?

We must pursue the connections with aggressive curiosity and healthy scepticism

Judith Warren Little



Teachers as builders of pedagogic knowledge

Centro de Excelencia para la Capacitación de Maestros (CETT)

- Innovation in teaching practices and literacy
- Creating collaborative work between teachers
- Promoting learning through children's active participation.
- Alternate periods of theoretical and methodological training
- Periods of reflection on practice
- Independent study
- Testing new strategies in the classroom
- Monitoring and consultant feedback to teaching.
- A portal and platform supporting the development of teacher education
- Promoting exchanges and making available resources

Vezub (2010) and website: <http://www.lectoescrituracett.org/redcett.htm>

Appreciative inquiry: Hong Kong

- *Protected learning time at meetings*
- *Story telling sessions from invited guests*
- *Participation in lesson study*
- *Shadowing a class*
- *Joining a School Review Team*
- *Exploring and Participating in OLE*
- *Focus groups with students*
- *Co-teaching*
- *On Line Interactive Resource (OIR)*

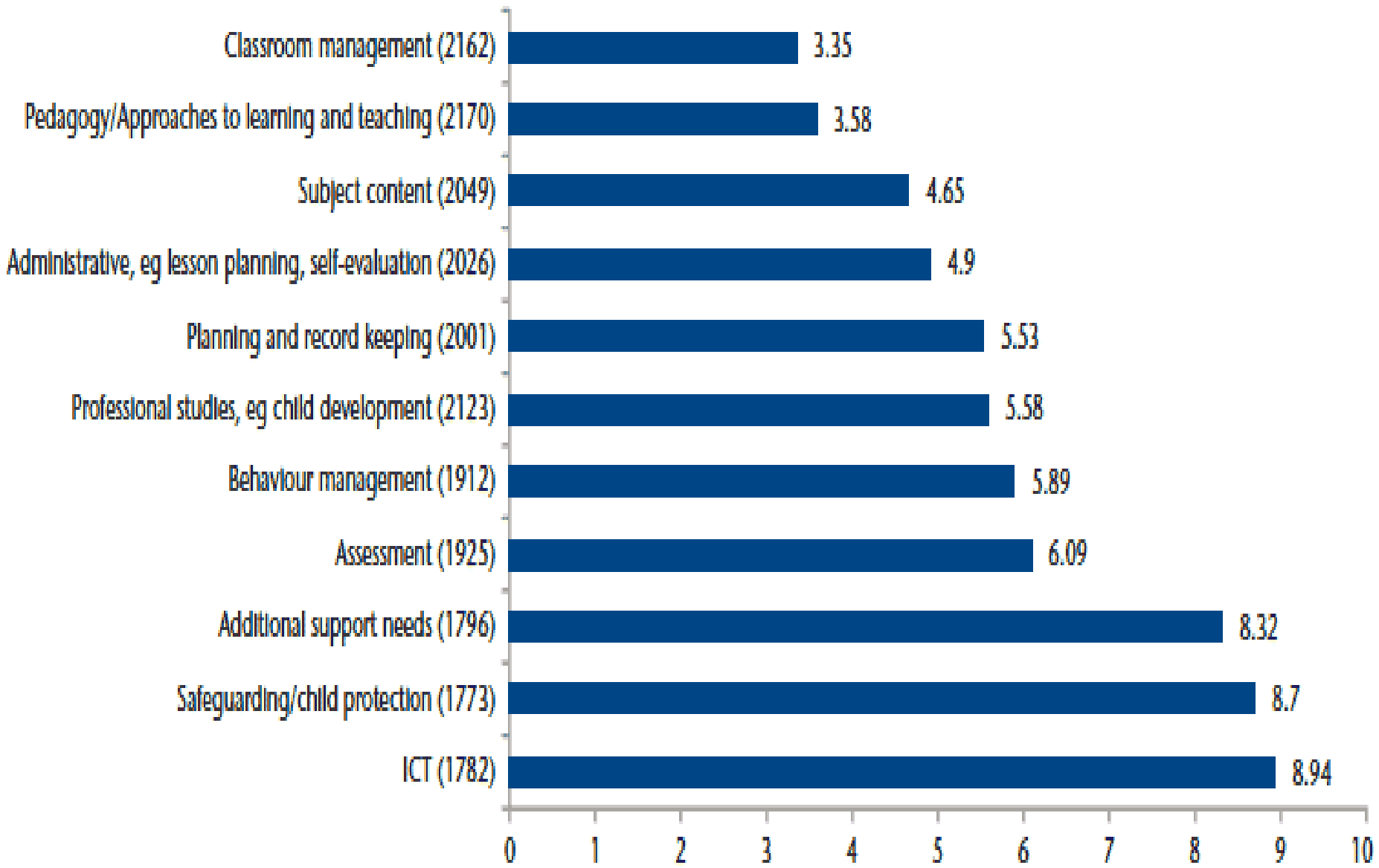
10 forms of PPD

1. *Peer observation*
2. *Lesson study*
3. *Co-teaching*
4. *Mentoring, coaching and critical friendship*
5. *Learning from and with students*
6. *Collaborative lesson planning*
7. *Learning conversations*
8. *Sharing and discussing students' work*
9. *Structured practice-focused meetings*
10. *Learning walls*

Indicators of Success


- ◆ *Collective responsibility*
- ◆ *Distributing teacher expertise*
- ◆ *Solution centred approaches*
- ◆ *A no blame culture*
- ◆ *Targeted support*
- ◆ *Continuity of intervention*
- ◆ *Effective use of time*

(Rockeller Foundation, 2010)



A missing piece?





**Sexuality in
the classroom**

The challenges of leadership

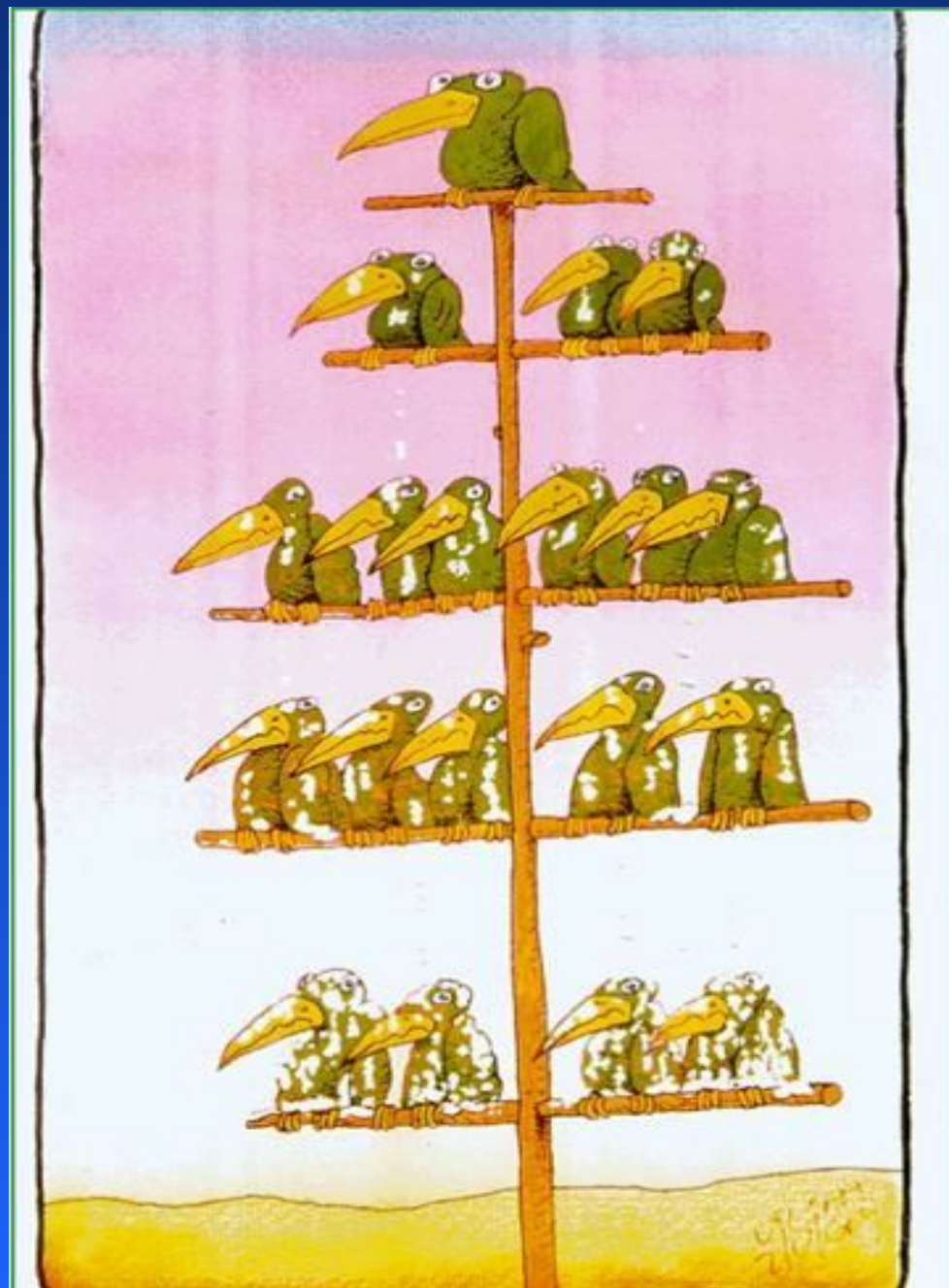
South Africa: "there is little wriggle room for headteachers who are directly in the firing line of political pressure"

China: "uncomfortable, increasingly uncertain and fraught with tensions"

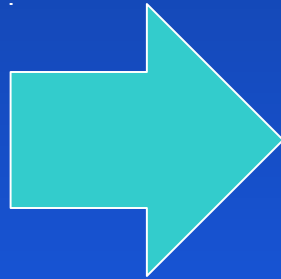
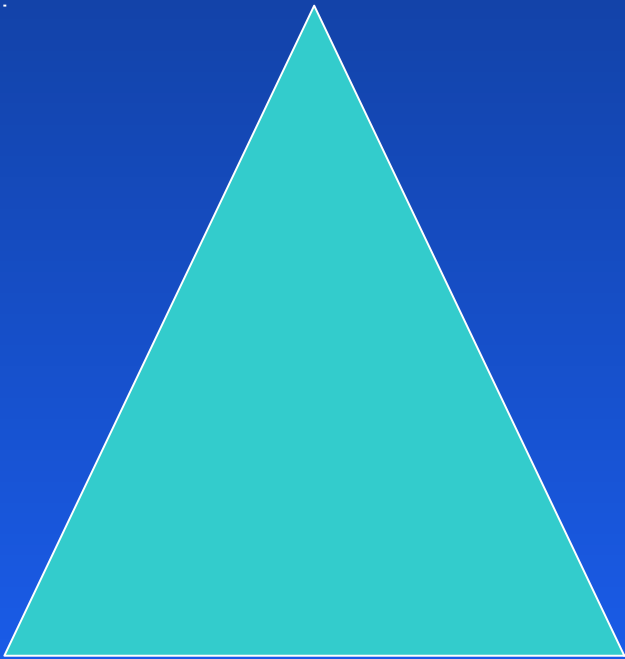
Scotland: "frazzled", "stressed", "burnt out"

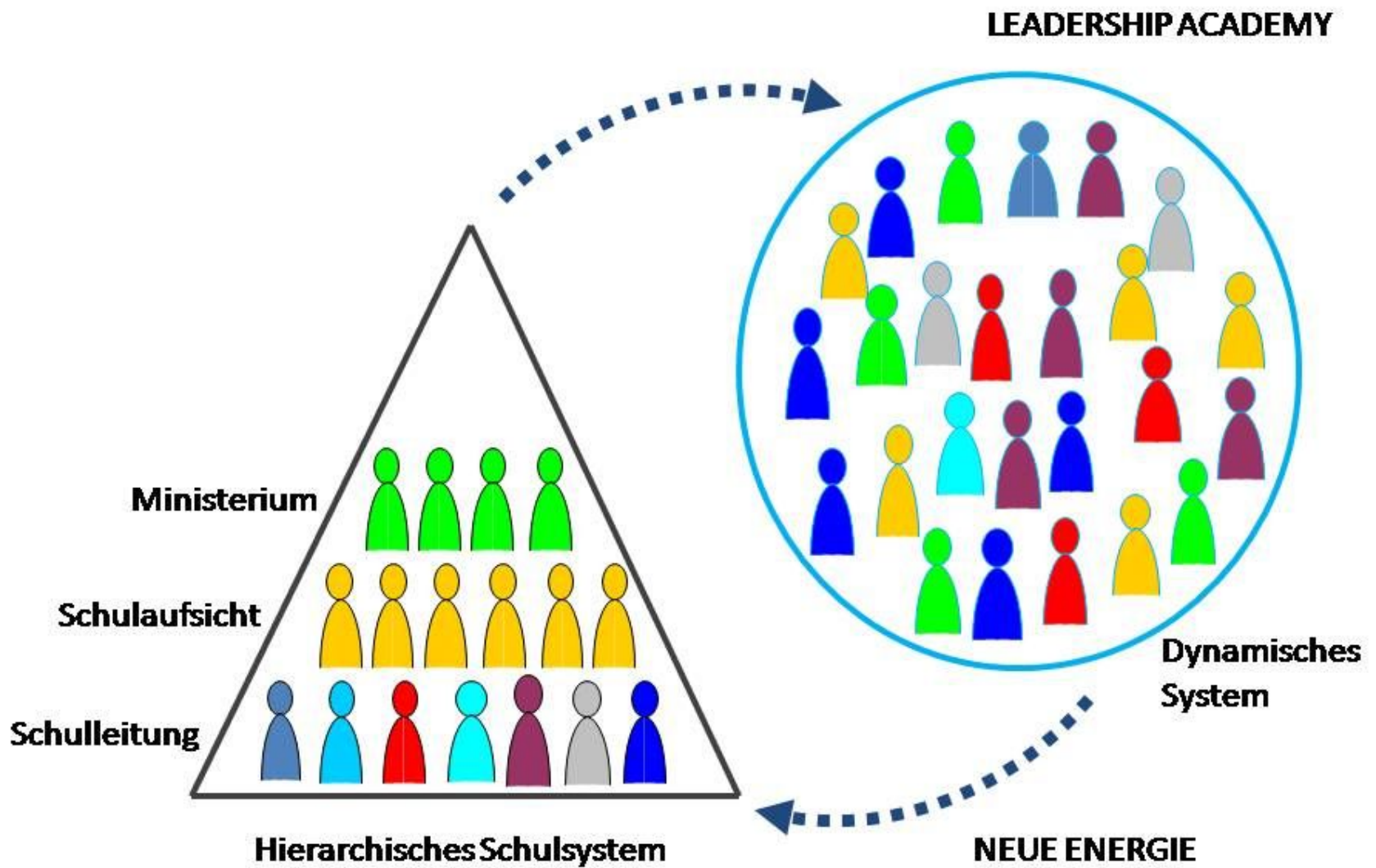
USA: 'miserable' and 'frustrated' principals

Tasmania: stress claims for principals have cost \$A2.4 million since 2005



All of us is better than one of
us





The Global Challenge

Creating a knowledge-rich profession in which schools and teachers have the authority to act, the necessary knowledge to do so wisely, and access to effective support systems

(OECD, 2009)

DESIGNED

EMERGENT

Policies
Procedures
Planning
Documentation



The Learning
Architecture



Growth comes
naturally within
informal networks
and communities
of practice



Stability
Continuity

Navigating
the tensions

Novelty,
creativity, and
flexibility”

Releasing the energy

We have found that, in successful schools, learning leaders know the people, the organizations, the communities, and the contexts; they ask questions rather than provide answers; and they know what is happening with teaching and learning. Most importantly, they find ways to release the creative energy of teachers and students, for this is the force that fosters experimentation and that build capacity for learning-centred leadership.

(Mitchell and Sackney, 2011)

Critically knowing communities

Teachers enjoy intellectual engagement; they like thinking about the 'big ideas' behind their work; they struggle to find resources that discuss and contextualize the 'big ideas' in ways that help them form their own positions on them.

(Macnaughton, 2003 p. 188)

Flying below the radar

An extra-ordinary generation of school leaders who have bucked the trend, who are not intimidated and oppressed by 'the centre' because with imaginative leaders and committed creative teachers they follow their best professional instincts, who don't say I'd love to do innovation but I can't afford to because of

They've just got on innovating and doing exciting things and running very good schools - exciting places for teachers and kids to be in.

(David Hargreaves, 2009)

“Caminante no hay camino.
Se hace camino para andar”

