Teacher Agency and Pedagogy without Limits

John MacBeath
Professor Emeritus
University of Cambridge
Wenn Sie das lesen können, ist meine Frau runtergefallen!
Four global themes

- The politicisation of education
- The new world of childhood
- Learning: a return to first principles
- Learning to teach effectively
THE POST TRUTH POLITICAL ENVIRONMENT

Public opinion is shaped in response to people's maps or images of the world, and not to the world itself. Mass political consciousness does not pertain to the actual environment but to an intermediary pseudo-environment.

When deals must be struck and compromises made on behalf of large purposes, Presidents tend to prefer deception over education.

Eric Alterman, The Nation 2004

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

WILL MATTERS MOST IS HOW YOU SEE YOURSELF.

wollen
Addressing the tensions

- Managerial roles
- Power & control
- Demands for accountability
- Centralisation

- Pedagogical leadership
- Autonomy
- 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)
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)
"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

The academic world

The social world

The cyber world
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
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?
WHAT?
WHERE?
WHEN?
WHO?
WHY?

WHAT matters most?

WHO
HOW
WHY
WHERE
WHEN
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
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 politicalsociety so badly needs (Von Hentig 2001: 47)
… 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

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.
in 1,500+ Learning Destinations ...

and

in 2,714 schools in England
<table>
<thead>
<tr>
<th>KS4 CU hours</th>
<th>Non CU</th>
<th>30-100</th>
<th>100+</th>
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<tbody>
<tr>
<td>English</td>
<td>34%</td>
<td>45%</td>
<td>76%</td>
</tr>
<tr>
<td>Maths</td>
<td>35%</td>
<td>63%</td>
<td>100%</td>
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Nobody ever failed a museum (James Bradburne)
# Hong Kong OLE Framework: Six levels of reflection

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>I</td>
<td>Experience only</td>
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<tr>
<td>II</td>
<td>Record and make explicit the experience</td>
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<tr>
<td>III</td>
<td>Reflecting on the learning experiences</td>
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<tr>
<td>IV</td>
<td>Making the connection</td>
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<tr>
<td>V</td>
<td>Application of learning to new situations</td>
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<tr>
<td>VI</td>
<td>Adapting to new situations</td>
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"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
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.
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

(Rockefeller 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)
Growth comes naturally within informal networks and communities of practice. Novelty, creativity, and flexibility.

The Learning Architecture

Navigating the tensions

Stability Continuity

Policies Procedures Planning Documentation
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 builds 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”