

GREAT TEACHERS, GREAT TEACHING, GREAT LEARNING

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WALES 2016



Creating the conditions for all young people in Wales to experience education of the highest quality requires 2 complex challenges to be addressed successfully –

Great Learning-

Creating an inclusive, engaging and challenging set of learning experiences in pursuit of ambitious and agreed purposes of education.

*“What our children and young people learn during their time at school has **never been more important** yet, at the same time, the task of determining what that learning should be has **never been more challenging**.”*

Successful Futures 2015

Great Teachers and Great Teaching (needs great leadership) –

Bridging the gap between aspiration and the reality of day-to-day classroom life.

“A major, sustained change programme will be required to convert the recommendations of the Review into practice.”

Successful Futures 2015

Great Learning

**Agreeing and pursuing relentlessly ambitious goals for all our
young people**

Raising ‘standards’ across the board

Defeating destiny – deprivation/expectation/aspiration

**Establishing a broader, more secure and enduring base of
education before qualifications**

**Developing confidence and competence – particularly in basic
literacy, numeracy and digital competence**

**Creating space for engaging teaching and learning and self-
regulated learning (metacognition)**

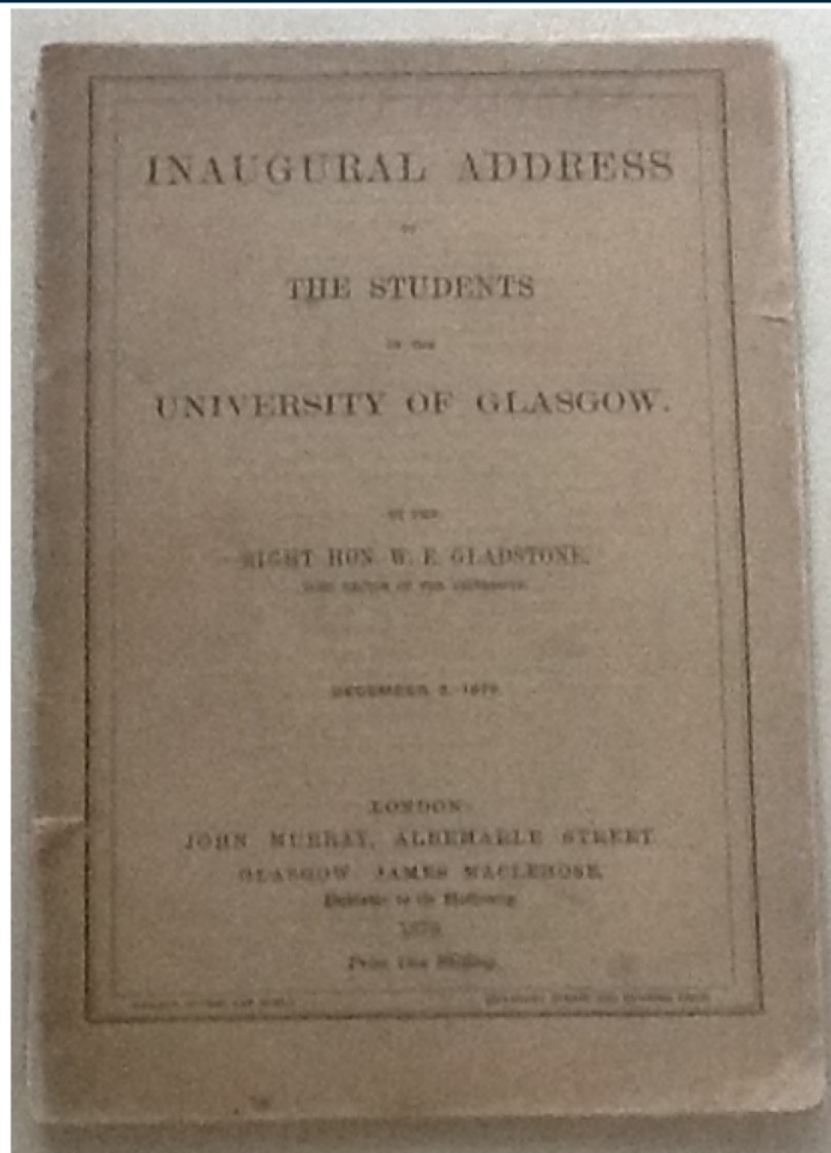
Sustaining high quality and relevant education

“...the wants of this age are indeed very special and very urgent. It is a time of **rapid progress**; and rapid progress is in itself good. But, when the **velocity is great**, then, as in the physical so in the moral world, the conditions of **equilibrium** are more severe, and **the consequences of losing it are more disastrous.**”



University
of Glasgow

W E Gladstone Rectorial Address to the Students of Glasgow University Dec 5 1879





'The Velocity is Great'

Society

- Inequality increasing
- Demography
- Life expectancy
- Single households
- Civic participation
- Changing family structures

Resources

- Scarcity
- Efficiency
- Accountability

Technological developments
Nature/pace/lag/digital divide

Globalisation

- Interdependence
- Competition
- Offshoring
- Reshoring
- Migration
- Scarcity
- Climate
- Security

Employment

- Skill demand changing
- Portability
- Employability
- Digital competence
- Fluid job market
- Lifelong learning

Education

- New and growing expectations
- Instrumental pressure? Education is for work?
- Education for democratic participation / citizenship?
- Uncertainty and lifelong learning
- New conceptions of knowledge?
- Creativity, teamworking, problem-solving?
- Deprivation and educational achievement?
- Better learning or different learning?
- Anywhere, anytime learning? Hand-held connectivity?
- Social networking
- Internationalisation – PISA/PIRLS/TIMMS

Average is over

“This maxim (average is over) will apply to the quality of your job, to your earnings, to where you live, to your education, and to the education of your children...if **you and your skills are a complement to the computer**, your wage and labour market prospects are likely to be cheery...” (pages 4/5)

“...a modern textile mill employs a man and a dog – the man to feed the dog and the dog to keep the man away from the machines.” (page 8)

“The ability to **mix technical knowledge with solving real-world problems** is the key...” (page 21)

“It might be called the age of genius machines, and it will be the people that work with them that will rise...we (will have) produced two nations, a fantastically successful nation , working in the technologically dynamic sectors, and **everyone else.**”



- New markets and jobs but also volatility, insecurity and migration
- Complexity, diversity and inequality
- Ambiguity and citizenship
- Connectivity, collaboration and cybersecurity
- Personal and collective learning and innovation or obsolescence

“If we teach today as we taught yesterday, we rob our children of tomorrow.”

John Dewey (1915) *Schools of Tomorrow*

Importance of

- strong basic skills
- deeper conceptual understanding
- connected and coherent knowledge
- authentic knowledge in context
- creativity and problem solving
- learning in collaboration and to collaborate
- ethics and values
- personal agency

Move from what students should be learning towards what they should become?
(Priestley and Biesta 2014)



WALES (2015)

Ambitious, capable learners ready to learn throughout their lives
Enterprising, creative individuals ready to play a full part in life and work
Healthy, confident individuals ready to live fulfilling lives as valued members of society
Ethical, informed citizens ready to be citizens of Wales and the world

SINGAPORE

Confident person;
Self-directed learner;
Active contributor;
Concerned citizen.

SCOTLAND (2004)

Successful learners
Confident individuals
Effective contributors
Responsible citizens

AUSTRALIA

Successful learners
Confident and creative
individuals
Active and informed citizens

FINLAND

Knowledge and skills for life and for further study
Support each pupil's linguistic and cultural identity – passing on the culture
but also create new culture
A tool for developing educational capital and enhancing equality and a
sense of community

ALBERTA

Engaged thinkers and ethical citizens with an
entrepreneurial spirit;
Strive for engagement and personal
excellence in their learning journey;
Employ literacy and numeracy to construct
and communicate meaning; and
Discover, develop and apply competencies
across subject and discipline areas for
learning, work

NORTHERN IRELAND

Empower young people to achieve their potential
and to make informed and responsible decisions
throughout their lives;
Develop the young person as an individual, as a
contributor to society, the economy and the
environment

ENGLAND

Provide pupils with an introduction to the essential knowledge they
need to be educated citizens
Introduce pupils to the best that has been thought and said, and help
engender an appreciation of human creativity and achievement.

- **Ambitious goals**
- **Balance between development of basic skills, subject knowledge, application, creativity and broader preparation for future life**
- **Broader purposes usually relate to lifelong learning, citizenship, creativity/entrepreneurship, personal efficacy**
- **Pervasive tension between purposes and the curriculum as experienced by students**

Great Teachers & Great Teaching

(Need Great Leadership)

**Winning both the hearts and the minds of stakeholders for
ambitious purposes**

Recognising that change is not sequential – factors interact

**Sustaining education for all young people that is both high quality
and relevant through continuous learning**

Establishing a dynamic and ambitious leadership culture

**Building the capacity of practitioners, particularly the teaching
profession – knowledge mobilisation**

**Establishing an accountability culture that is constructive and
founded on mutual respect**

“The two most important and achievable ways in which school education can realise high aspirations...for its young people are through supporting and strengthening, firstly, the quality of teaching, and secondly, the quality of leadership.”

“Teaching should be recognised as both complex and challenging, requiring the highest standards of professional competence and commitment.”

“Leadership is based on fundamental values and habits of mind which must be acquired and fostered from entry into the teaching profession.”

A teacher who:

is committed to the learning and wellbeing of all students

is clear about and committed to ambitious purposes of learning

has deep pedagogical expertise

actively engages with colleagues

is continually learning – exploring theory and practice individually and with colleagues

uses technology judiciously and effectively

plans and monitors progression in the learning of each student

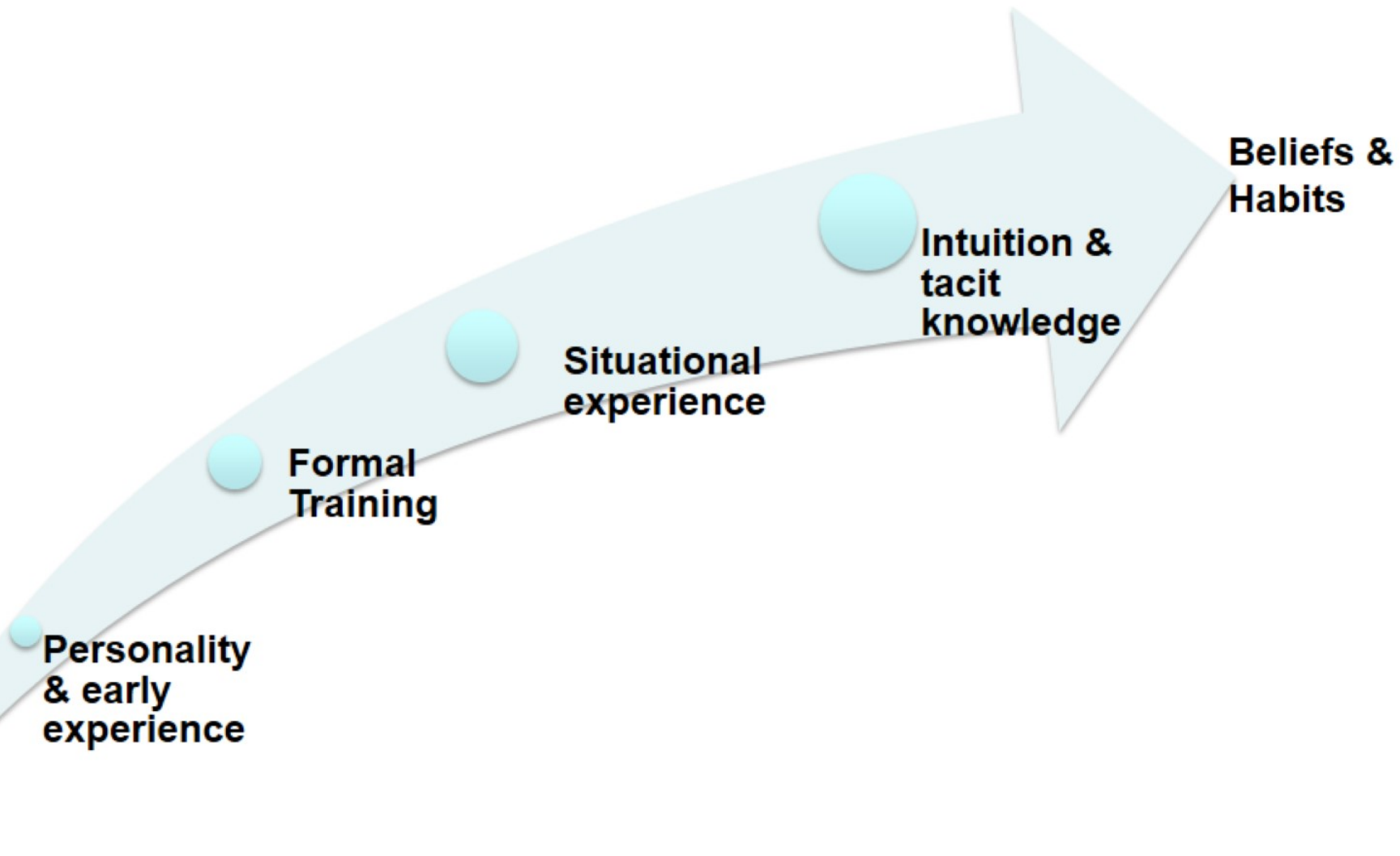
determines students' prior learning/readiness to move forward in learning

is flexible and responds to evidence about effectiveness

champions professional accountability



Teacher Beliefs and Habits



Pedagogy is about more than ‘teaching’ in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It **combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts**. It lies at the heart of what it means to be an excellent teacher.

There is a risk that changes to curriculum structures can be interpreted as implying particular pedagogical approaches. To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: **decisions about teaching and learning are very context and purpose specific, and are best taken by teachers themselves.** It would, therefore, not be appropriate for this Review to offer detailed prescriptions on teaching methods.

SUCCESSFUL FUTURES

12 Pedagogical Principles

1. Good teaching and learning maintains a consistent focus on the overall **purposes** of the curriculum
2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained **effort** in meeting expectations that are high but achievable for them
3. Good teaching and learning means employing a **blend of approaches including direct teaching**
4. Good teaching and learning means employing a blend of approaches including those that promote **problem solving, creative and critical thinking**
5. Good teaching and learning sets tasks and selects resources that **build on previous knowledge and experience and engage interest**
6. Good teaching and learning creates **authentic contexts** for learning
7. Good teaching and learning means employing **assessment for learning** principles – questioning, teacher and peer feedback, and self-assessment
8. Good teaching and learning **ranges within and across Areas of Learning and Experience**
9. Good teaching and learning regularly reinforces **Cross-curriculum Responsibilities**, including **literacy, numeracy and digital competence**, and provides opportunities to practise them
10. Good teaching and learning encourages children and young people to take increasing **responsibility for their own learning** - metacognition
11. Good teaching and learning supports **social and emotional development and positive relationships**
12. Good teaching and learning encourages **collaboration**

Leadership Matters

“The importance of the headteacher’s leadership is one of the clearest messages emerging from research. There is no evidence of a school being effective with weak leadership”. J Gray (1990), British Journal of Educational Studies

School Effectiveness Research/McKinsey/TALIS etc

“A culture of initiative and collegiality within which learning is always the prime focus embodies the kind of distributive leadership which is the hallmark of our most dynamic and effective schools”(Teaching Scotland’s Future, 2010)

Selection for the profession – qualities and dispositions

**Professional standards which promote alignment and growth,
including leadership qualities**

Professional learning as key dynamic of innovation

Relentless focus on capacity-building - mentoring

Extended professionalism/discretionary effort

More flexible, impact-focused, collegiate culture

Leading from the middle – space not tier



University
of Glasgow

A revitalised and energised teaching and learning community

Agreed, inspiring and driving purposes

Curriculum not imprisoned by the past or the context

Embodies principle of subsidiarity

Confident, expert & empowered teaching profession

Active and extended collegiate culture

Distributive leadership

Constructive accountability/evaluation



**A revitalised and energised teaching and learning
community**



**Broad experiences, better outcomes & higher
standards for our young people**

KEY FEATURES OF THE WELSH APPROACH

Strategic approach based on agreed purposes

Focus on deep learning, the ability to apply learning creatively and the development of personal qualities

Digitally intelligent – digital competence AND computer science

Not top-down but collaborative, all-Wales reform – subsidiarity and the pioneer network

Reflects current evidence about successful reform in pluralistic cultures

Recognises the need to take time to build understanding and ownership

Strong commitment to capacity building and professional learning

Critical importance of leadership at all levels

Synergies across development and accountability

A Curriculum for Wales - A Curriculum for Life

Building our national curriculum together – a curriculum
for Wales, a curriculum for life



Text

- **Wales is well placed to break through educationally**
- **Curriculum for Wales sets the right agenda**
- **The challenge will be to close gaps and raise standards without compromising longer-term ambition**
- **Our agreed and ambitious purposes should drive governance and leadership, curriculum, assessment, teacher capacity, and accountability in ways that do not themselves become diminished and frozen in time**
- **Strategic exploration of ambitious purposes rather than faithful implementation of received approaches**