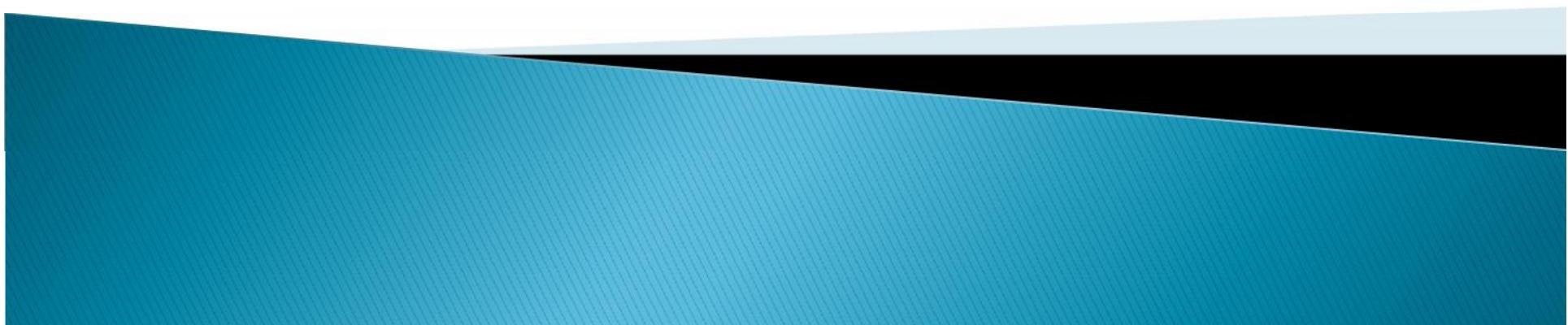


Research, evidence, experience and opinion in teacher education

Centre for Teacher Education,
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Ian Menter, University of Oxford

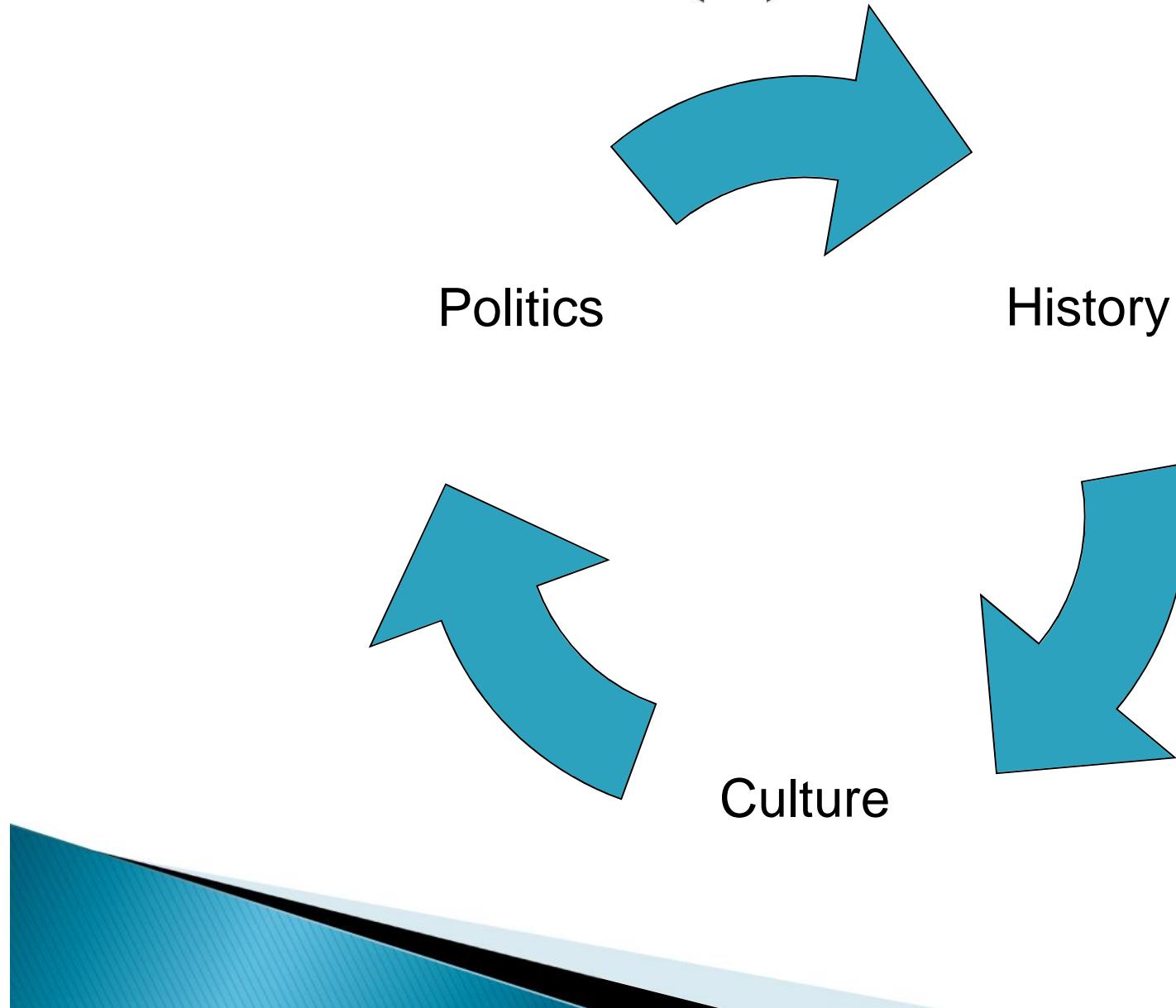


Outline

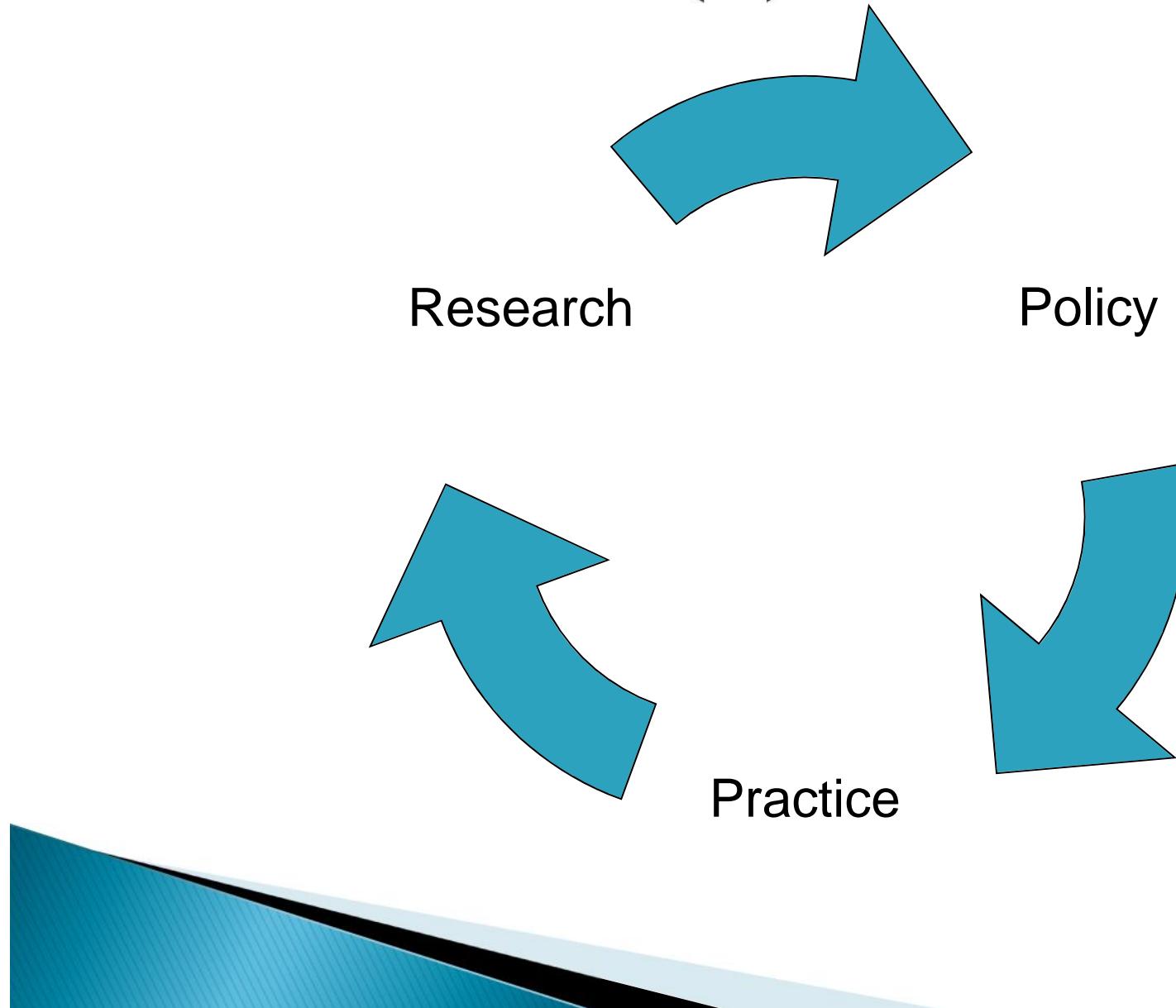
- ▶ Introduction
- ▶ What we know about teacher education research – research in, on and about teacher education
- ▶ Conceptions of teaching
- ▶ What we know about teacher learning
- ▶ Models of teacher education – how we use what we know
- ▶ Recent developments in England
- ▶ Conclusions



Introduction (1)



Introduction (2)



Teacher education research in the UK 200–04 – 446 articles (Menter et al 2010)

Core Methods	Frequency	%
Reflection	268	60.1
Interviews	227	50.9
Small-scale	194	43.5
Qualitative	185	41.5
Literature review	138	30.9
Practice-based	137	30.7
Questionnaire	129	28.9
Large-scale	112	25.1
Mixed	102	22.9
Content analysis	100	22.4
Political economy	100	22.4
Case study	83	18.6
Survey	53	11.9
Longitudinal	38	8.5
Quantitative	38	8.5
Action research	35	7.8
Quasi-experimental	3	0.7

Research IN teacher education

- ▶ Practice in teaching and in teacher education to be research-based
- ▶ ‘Inquiry as stance’ (Cochran-Smith)
- ▶ Starting from values
- ▶ Theorised practice, practical theorising
- ▶ University Training Schools
- ▶ Eg at Oxford: the PGCE internship,

- ▶ Hagger and McIntyre (2006) *Learning Teaching from Teachers*



Research ON teacher education

- ▶ Policy studies
- ▶ Structures and processes
- ▶ Critical and comparative study (within and between systems) – learning from each other

- ▶ Eg Furlong et al (2000) *Teacher Education in Transition – Reforming professionalism?*



Research ABOUT teacher education

- ▶ the links between teacher education and education... eg CAP (curriculum, assessment, pedagogy)
- ▶ research informed by interactions with other professional fields – medicine, law, social work, childcare
- ▶ research informed by interactions with other academic areas of study – politics, anthropology, economics
- ▶ research informed by interactions with developments in social theory
- ▶ Eg Edwards, Gilroy and Hartley (2002) *Rethinking Teacher Education*

Conceptions of teaching (1)

- ▶ Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom.
- ▶ ‘...we will: Reform initial teacher training so that more training is on the job, and it focuses on key teaching skills including teaching early reading and mathematics, managing behaviour and responding to pupils’ Special Educational Needs’
- ▶ Gove (2010)



Gove



Conceptions of teaching (2)

- ▶ The ‘craft’ components of teaching must be based upon and informed by fresh insights into how best to meet the increasingly fast pace of change in the world which our children inhabit. Simply advocating more time in the classroom as a means of preparing teachers for their role is therefore not the answer to creating better teachers. The nature and quality of that practical experience must be carefully planned and evaluated and used to develop understanding of how learning can best be promoted in sometimes very complex and challenging circumstances. (pp.4–5)
- ▶ teachers “as reflective, accomplished and enquiring professionals who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change”. P4



Donaldson (2011)

Donaldson



Literature review on teacher education in the 21st century (Menter et al, 2010): Objective 2

- ▶ Identify other education systems (which are broadly comparable to Scotland) that have undergone a significant curricula change, have seen a recent rise in educational standards or are already high performing, and explore the contribution of teacher education to their overall strategy, drawing out learning appropriate to Scotland.
- ▶ Conclusion: Although it is rare to find studies which establish causal links between curricular change, teacher education and improvements in educational standards, many insights into the improvement of practices in teacher education at the various stages of the continuum were identified, from a range of settings, which may be of value to consider in the Scottish context.

Conceptions of teaching (3)

- i The effective teacher – skills, content, performativity, measurement ... and the Standards agenda
- ii The reflective teacher – skills, content, knowledge about learners, values, purposes
- iii The enquiring teacher – systematic enquiry into all of the above; research and evaluation methods and techniques
- iv The transformative teacher – critical enquiry, looking beyond the classroom, social context, moral and ethical, alliances ('stance')

- ▶ Menter, 2011; Menter et al, 2010

What do we know about teachers' learning?

- ▶ Changing dispositions, changing needs
- ▶ The professional and the personal (Goodson)
- ▶ Types of professional knowledge (Shulman) and 'knowledge building' (Timperley)



Phases or stages in teachers' learning (2)

- ▶ Day et al (2007) six professional life phases:
 - 0–3 commitment: support and challenge
 - 4–7 identity and efficacy in the classroom
 - 8–15 managing changes in role and identity
 - 16–23 work-life tensions
 - 24–30 challenges to sustaining motivation
 - 31+ sustaining/declining motivation
- ▶ The continuum of professional development:
pre-service > induction > early pd >
accomplished teaching > leadership



What do we know and how do we use what we know?: Models of professional learning

- ▶ Different models for different age phases?
- ▶ Bernstein's three message systems and professional learning
- ▶ Professional learning, professional development and school development/improvement
- ▶ Work-based learning (Eraut, Hodkinson)
- ▶ 'Clinical practice'; communities of practice/enquiry; an Education Deanery?



Recent developments in England (1)

- ▶ School-led teacher education – ‘School Direct’
- ▶ Teaching schools
- ▶ The merger of the Teaching Agency and the National College for School Leadership: The National College for Teaching and Leadership (NCTL)
- ▶ University Training Schools
- ▶ The erosion of the universities’ contribution?



Recent developments in England (2)

- ▶ Secretary of State promotes use of evidence in policy development (14.03.13)
- ▶ Promoting practitioner involvement and expert researchers
- ▶ Report by Ben Goldacre '*Building evidence into education*'
- ▶ Promoting randomised control trials (as in medical research)



Goldacre on teacher education

- ▶ Learning the basics of how research works is important, not because every teacher should be a researcher, but because it allows teachers to be critical consumers of the new research findings that will come out during the many decades of their career. It also means that some of the barriers to research, that arise from myths and misunderstandings, can be overcome. In an ideal world, teachers would be taught this in basic teacher training, and it would be reinforced in Continuing Professional Development, alongside summaries of research.
- ▶ (pp16–17)



Evidence-informed policy – and practice

- ▶ Hulme, Jephcote and Menter (2012) ‘Teacher education for the 21st century – evidence-informed policy’
 - 1. Trends in school curriculum and pedagogic reform
 - 2. Tensions with performative cultures and outcomes-based assessment regimes
 - 3. Re-thinking partnership arrangements across the professional life course
 - 4. Building research capacity *on* and *for* teacher education



Evidence and the policy process

- ▶ So these three major factors, *governance*, *political priorities* and *professional priorities* all make an important contribution to the context in which the application of evidence in the formulation of policy and the development of practice may be considered. While research is one important form of evidence it is far from the sole one. Furthermore, as some politicians have noted ... and some academics, ..., have also observed, policy emerges from a complex nexus of influences, some of which are ‘evidence’, others may be opinions, hunches, and indeed prejudices. Policymaking is not necessarily a very rational process.



Legitimate forms of evidence

- ▶ Our concern here though is with evidence and it is necessary to specify what forms evidence may take:
 1. Research reviews
 2. International comparisons
 3. Original research
 4. Inspection/quality assurance
 5. Consultation



Conclusion (1): some principles or ‘building blocks’ for understanding teachers’ learning

- ▶ The importance of context
- ▶ The importance of values
- ▶ The importance of (collaborative) enquiry
- ▶ The importance of leadership (and the roles of the university)



Conclusion (2)

What should be the relative contribution of:

- ▶ Research
- ▶ Evidence
- ▶ Experience
- ▶ Opinion

in a contemporary democracy?



Conclusion (3)

- ▶ *A critical condition for attracting the most able young people year after year to teacher education, however, is that a teacher's work should become an independent and respectful profession rather than merely a technical implementation of externally mandated standards, mindless tests, and administrative burdens.* (p21)
- ▶ Sahlberg in Darling-Hammond and Lieberman, (2012)



And finally...

- ▶ BERA Inquiry into Research and Teacher Education – see:
<http://www.bera.ac.uk/resources/research-and-teacher-education-bera-inquiry>

But what we also need are:

- ▶ A Board of Education – to take short-term politics out of the equation
and
- ▶ A Royal College of Teachers – to define and promote professional values



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Keep in touch....

► ian.menter@education.ox.ac.uk