

Realising the New Professionalism for Teachers in Wales

The contribution of ITE

Teaching in Wales

- A nation of teachers?
- A proud profession

Have we lost our way?

- 1988 – a key turning point
- Growing central control
 - of the curriculum
 - of assessment
 - even of pedagogy
- ACCOUNTABILITY
- PERFORMANCE
- COMPETITION
- ‘DELIVEROLOGY’

GERM – Global Education Reform Movement

Pasi Sahlberg

Ten years ago — against all odds — Finland was ranked as the world's top education nation. It was strange because in Finland, education is seen as a public good accessible to all free of charge without standardized testing or competitive private schools. When I look around the world, I see competition, choice, and measuring of students and teachers as the main means to improve education. This market-based global movement has put many public schools at risk in the United States and many other countries, as well. But not in Finland.

Pasi Sahlberg

Finns have taken teachers and teaching seriously by requiring that all teachers must be well trained in academic universities. All teachers should enjoy professional autonomy and public trust in their work. As a consequence, teaching has been a popular career choice among young Finns for three decades now. Today the Finnish government invests 30 times more in professional development of its teachers and administrators than testing its students' performance in schools.

Donaldson: A new beginning for Teachers in Wales?

Unleashing creativity

Proposes giving teachers much more control over:

- what to teach
- how to teach
- how to assess

Pioneer schools centrally involved in:
The creation of new curriculum and assessment *frameworks*

Raising the bar

Less detailed government prescription, means every teacher will need to know the 'why' and the 'how' of teaching, not just the 'what'.

It means a new professionalism for teachers in Wales

- Major implications of Continuing Professional Development – we need a New Deal which will deliver
- And a new Initial Teacher Education

Wales needs an ITE system

- That is 'rigorously practical and intellectually challenging' at the same time
- That means.....

1. An increased role for schools

- Selection of 'good' schools (less of them)
- A changed school culture
- The centrality of mentoring

2. A clearer role for universities

- Contributing forms of knowledge (research, theory, knowledge of practice elsewhere) not always available in schools

Implications for:

- Staffing
- A 'scholarly culture'

3. Joint ownership of the programme

Implications for:

- Management and leadership
- Planning
- Joint accountability

4. Structured opportunities to link school and university learning

- Joint appointments
- 'Lesson study'
- 'Learning rounds'

5. The centrality of research

- Programme design
- Underpinning knowledge
- Making student teachers 'savvy' research consumers
- Developing student teachers as novice researchers
- Contributing to course monitoring and development

And finally

- A four year undergraduate/masters entry route for new primary teachers
- A two year 'PGCE'

A unique opportunity for realising:

The New Professionalism for Teachers in Wales