

# New Challenges and Opportunities facing the Teaching Profession in Public Education

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INTERNATIONAL SUMMIT ON THE  
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PROFESSION**

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# A reminder...

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## Slide 01.

‘The uneasy relationship between school and what lies outside the school gates was manifested by levels of security...inconceivable forty years ago...Yet once inside the school building there is nothing gloomy about school life...Whatever is happening in the wider world, and whatever their anxieties about the future...children spent their school days in communities within communities which unfailingly sought to celebrate the positive.’  
(Cambridge Primary Review 2007)

**In short...**

**Optimism for the future.**

**Optimism to learn.**

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# What are the conditions which enable school communities to be optimistic?

## Slide 02.

- A fair and equitable approach to school funding and student admissions.
- An ethos of collaboration not competition.
- Governance which encourages confidence and innovation in schools and in the system.
- Evaluation which inspires.
- Responding with policy empathy to the different impacts of communities on student intake.

# Challenges old and new.

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## Slide 03.

1. Schools at the centre of their communities.
2. Pedagogies for the future.
3. Teacher well-being, confidence, efficacy and effectiveness.

All three sub themes are fundamentally integrated.

All three are teacher policy issues.

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# Enhancing the capacity of schools in their communities.

Slide 04.

1. Outward facing schools?
2. Full service and extended community schools?
3. What can this Summit focus on?

Supporting staff working in the most disadvantaged communities.

Identifying and rejecting magical solutions.

# Pedagogies for the future.

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## Slide 05.

‘A supply-driven and hardware-focused approach to technology does not help, and may even be counterproductive... the mere presence of technology is not, by itself, enough for innovation... schools can play a very important role in driving progress in their own communities.’ (OECD 2017)

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# Sharing innovation, pedagogies and technologies.

## Slide 06.

1. How can system wide policy strengthen collaboration between teachers within their professional communities?
2. How can barriers which get in the way of teacher-initiated innovation be removed?
3. How can school evaluation systems provide the conditions for teachers to experiment and risk failure without being punished?



# Time for a renewed focus on teacher leadership?

Slide 07.

‘All I want them to be worried about is the art and craft of teaching...our message is never, ‘we don’t do this or we don’t do that’...it’s that the professional gets to choose, to decide.’ (Principal -Three Bridges School)

‘Policy makers should consider providing system level guidance on distributed leadership and distributed decision-making at system level’. (OECD 2014)

# The last part of the trilogy.

Slide 08.

‘There is evidence that teachers’ sense of self-efficacy- their belief in their ability to teach, engage students and manage a classroom- has an impact on student achievement...’ (ISTP 2015)

# The message and the response.

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## Slide 09.

Union surveys on teacher stress are remarkably consistent and go back for decades.

1. What has been the policy response?
2. Is there a relationship between high performing countries and relatively low levels of teacher stress?
3. How much do we know about the conditions that create stress and well-being?
4. Should the policy response be to manage stress or to tackle its causes?
5. Can this Summit place teacher well-being at the centre of teacher policy?

# Thank you



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