UNIVERSITY OF CAMBRIDGE
Faculty of Education

Thinking about Teachers, Teaching and the 2030 Agenda for Sustainable Development

Monday 18th and Tuesday 19th April 2016

Møller Centre, Churchill College, University of Cambridge, Cambridge CB3 0DE

Statements from participants in response to the seminar themes

All colleagues were invited to respond to the seminar themes in advance of this meeting. These were collated and shared to support dialogue at the event and are shared now with some post-event reflections also included.

The themes the seminar explored:

- The opportunities and challenges presented in the Framework for Action: Education 2030 (Published November 2015) for teacher policy and the teaching profession
- The role of teachers and teaching in achievement of the education targets in Goal 4, but also in relation to the other Sustainable Development Goals
- The necessary partnerships and priority actions for making early progress towards 10 education targets in the next three years.

- Adrienne Alton- Lee

Evidence in action: bringing the 'how' of equity, excellence and inclusion in education to the forefront of policy dialogue

- Beatrice Avalos-Bevan

Dealing with tensions related to teacher development policy

- John Bangs

Teachers, their unions and evaluating the SDGs' progress

- Kai-ming Cheng

Rethinking teachers' role!

- Philippa Cordingley

Myth busting: using evidence to overcome teacher quality obstacles to progress

- Graham Donaldson

Teaching: responsiveness to context and change

- Amina Eltemamy

Response to the focus of the seminar

- Jelmer Evers

Making the connection

- David Frost

Response to the focus of the seminar

- Samidha Garg

Sustainable Development Goal 4

- Roar Grøttvik

The Sustainable Development Goals (SDG) for Education – How can we measure results?

- Anjum Halai

Teachers as peace-builders: exploring teacher agency in social cohesion

- Martin Henry

The SDGs and support for teachers

- David Istance

The future of the teacher profession and educational workforce

- Lana Jurko

Sustainable development: an integrating focus for curricula

- Rene Kneyber (unable to attend seminar)

The need for an architecture of institutions in education

- Keith Lewin

Sustainable Educational Development or Education for Sustainable Development?

- John MacBeath (unable to attend seminar)

Towards Utopia

- Anthony Mackay

Collaboration, context and community

- Grzegorz Mazurkiewicz

Citizens for sustainable development

- Colleen McLaughlin

Responding to the focus of the seminar

- Hugh McLean

Thinking about teachers, teaching and the 2030 agenda for sustainable development: preparatory thoughts for the 2016 Cambridge Seminar

- Mary Metcalfe

Teachers: key drivers of the 2030 agenda for sustainable development

- Darren Northcott

Thinking about Teachers, Teaching and the 2030 Agenda

- George Oduro (unable to attend seminar)

'We were trained to pass exams so we teach children to pass exams': rethinking pre-service teacher education delivery in Ghana

- Daniel Pop

Teacher status under conditions of irregular conflict-driven migration

- Hanan Ramahi

An educational discourse that celebrates teaching and teachers

- Ricardo Sabates

A short response to the focus of seminar

- Ingrid Sánchez Tapia (unable to attend seminar)

Teachers and Teaching in the context of achieving Goal 4 of the 2030 Agenda for Sustainable Development: Towards Inclusive and equitable quality education and lifelong learning for all

- Dennis Shirley (unable to attend seminar)

Ascending the summits of the teaching profession

- Nidhi Singal

Responding to the focus of the seminar

- Anna Sliwka

Challenges in Germany

- Sue Swaffield

Toilets and education

- Anjela Taneja

Time to get it right: some lessons for SDG implementation from the EFAs and MDGs

- Raymond Chegedua Tangonyire

Teachers and the realisation of equitable quality education and lifelong learning for all

- Aleesha Taylor

Cambridge Seminar Reflection Note

- Nick Taylor (unable to attend seminar)

Progress toward Goal 4 targets in South Africa

- Jose Weinstein

Visualizing the power of obstacles

- Freda Wolfenden

Coherence and practice in teacher learning

- Deirdre Williams

Connecting the global to the Local: reclaiming space for teacher professionalism through country level implementation of SDG 4

Dr Adrienne Alton-Lee
Chief Education Advisor, Ministry of Education, New Zealand

Iterative Best Evidence Synthesis Programme Hei Kete Raukura

The views in this paper and video are not necessarily the views of the New Zealand Ministry of Education

Evidence in action: bringing the 'how' of equity, excellence and inclusion in education to the forefront of policy dialogue

International indicators and targets have driven significant educational improvement. Those developing the UNESCO Education 2030 Agenda[i] seek efficacy in achieving the targets.

The Open Society Foundations asks 'How can we start valuing practices and outcomes of teaching and learning that are difficult to reduce to numbers?[ii] ... Compliance... must not divert valuable resources away from the actual work of teaching and learning by imposing burdensome monitoring and accountability measures'[iii].

A proposed target is to 'By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.' Other targets require elimination of disparities for indigenous peoples and equal access for children with disabilities and in vulnerable situations. They give priority to proficiency in literacy and numeracy.

Good intentions will be insufficient for rapid progress. If policy workers take a linear approach then a 'Christmas Tree' toppling effect[iv] can occur. Teachers and school leaders can be overloaded with requirements for focus and accountability that cause goal displacement. Achievement can decline and disparities widen through unintended negative effects when capacity building is neglected[v] or issues of basic needs are under threat.

<u>Bring classroom realities to the forefront of policy dialogue, policymaking and planning</u>

To counter such risks, this seminar[vi] focuses on implications of these targets for action and asks policymakers to bring classroom realities to the forefront of policy dialogue, policymaking and planning. The Cambridge Network, the Open Society, the OECD and

3. Statements – Cambridge 2016 Seminar.
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Education International ask for recognition of the crucial role to be played by teachers as partners in advancing progress.

Education 2030 targets can be operationalized in ways helpful to an accelerated improvement agenda that does promote inclusion, quality and equity through improved (lived) curricula and transformative evidence-based pedagogy.

Example 1 is a smart tool developed by indigenous expertise[vii] in New Zealand:
In my school it feels good to be (my culture): always/mostly/sometimes/hardly ever/never

Example 2 is an item from the Trends in International Mathematics and Science Study[viii].
I was hit or hurt by other students (e.g. shoving, hitting, kicking): never/a few times a year/ once or twice a month/at least once a week.

When teachers in three schools serving our highest poverty communities considered early change data-tracking the impact of access to expert professional learning on their students, they were able to see improved and accelerated mathematics achievement on scale scores. But they also saw evidence of violence reduction from 20.5% to 7.4% of students reporting being hit or hurt by other students at least once a week.

Māori, Samoan, Cambodian and Iraqi students who initially reported that they never or hardly ever felt good to be their own culture at school, explained that now they felt 'normal', 'awesome' and 'proud' to be their culture when learning mathematics[ix,x].

<u>Promote inclusion, quality and equity through improved curricula and pedagogy</u>

The targets for the next fourteen years call for much greater attention being placed on the development of capacity building. They require urgency to leverage expertise for wider action that is transformative across multiple goals.

The best evidence in action video 'Developing Mathematical Communities of Learning' brings classroom realities to the forefront. This high impact, culturally responsive approach[xi] was selected from a comprehensive search of thousands of studies for its impact across multiple valued student outcomes, and congruence with findings across best evidence syntheses. When well implemented, it builds productive learning communities for diverse children, for teachers and leaders across and within schools, and forges

educationally powerful connections with local communities. The video explains such impact though the voices of expert change leader Associate Professor Roberta Hunter, an indigenous Māori elder[xii], school leaders, teachers and children.

This short video is the first of an online series at:
http://www.educationcounts.govt.nz/topics/BES/developing-mathematical-inquiry/introduction

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[10] Kazemi, E. (2015). International quality assurance for the Iterative Best Evidence Synthesis Programme: Developing mathematical inquiry communities, Porirua East. Seattle: University of Washington. Unpublished report. Professor Kazemi concluded: '*The quality of professional education and mentorship led by Dr. Bobbie Hunter and Dr. Jodie Hunter and their team from Massey University serves as an international exemplar of the highest quality… Importantly, this work is not "an intervention, it is a reinvention of pedagogy."*

[11] Alton-Lee, A., Hunter, R., Sinnema, C., & Pulegatoa-Diggins, C. (2012). *BES Exemplar 1 Ngā Kete Raukura – He Tauira 1 Developing communities of mathematical inquiry.* Iterative Best Evidence Synthesis Programme Hei Kete Raukura, Ministry of Education: Wellington, New Zealand. The original exemplar, quality assured by Professor Emerita, Courtney Cazden of Harvard University, revealed 4-5 years of acceleration in mathematics achievement for students of two teachers in one school with positive changes in students' collaborative skills. The forerunner of this approach, complex instruction, by Elizabeth Cohen and Rachel Lotan led out of Stanford University, was featured in four New Zealand best evidence syntheses. The approach also that normalised bilingual resource use and translanguaging in mainstream classrooms. There is a developing body of evidence about critical success factors for accelerated improvement to scale in New Zealand. In 2014 Otumoetai Intermediate, who implemented this approach, received the Prime Minister's Supreme Educational Excellence Award.

[12]Māori kaumatua (respected elder) and retired educational psychologist, Laurie Loper. Laurie Loper has made a family bequest, the James Stewart Loper Bequest, to enable a new seeding opportunity for Developing Mathematical Inquiry Communities – Hangaia te Urupounamu Pāngarau Mō Tātou to be implemented as best evidence in action in Christchurch, New Zealand, in which bilingual tasks in both English and te reo Māori can be progressively normalised in mathematics teaching in English medium schools.

Beatrice Avalos-Bevan
Associate researcher, Centre for Advanced Research in Education, University of Chile

Dealing with tensions related to teacher development policy

The EFA Global Monitoring Report 2013/2014 took on the subject of teachers and teaching which had been referred to many times in previous reports, but never handled substantively. The Framework for Action 2030 also includes important guidelines for dealing with the teacher issue. In other words, currently there is generalised emphasis on teachers and classroom teaching as being key to achieving the EFA goals, and yet teachers and teaching continue to be seen as a problem. In my view, part of the issue comes from not clearly examining what supports good teaching and achievement of results or not recognising the importance of conditioning factors, as well as not understanding how implementing one type of teacher-related policy may cancel or affect the effectiveness of another. An example, of this is the importance given to monitoring and accountability related to learning effects and its links to standardized testing of results. Testing, in general, has two problems: it only measures what is quantifiable and therefore leaves out other important qualitative outcomes or processes, such as development values or progress in inclusive teaching, and tends to produce a 'push for comparison', supporting the notion that competition improves quality (a market principle). However, testing, as we know, pushes teachers to "teach to the test".

The Framework for Action 2030 proposes a set of conditions that need to be considered in education development and particularly in relation to teachers. These involve encouraging: creativity and knowledge, analytical problem-solving, high-level interpersonal and social skills, citizenship capacities and values, and human rights education and training. For these aims to be enacted at classroom and school level, teachers have to be trained into developing them when learning to teach during the pre and in-service stages, but these aims also need to be valued at policy level and recognised with incentives when they are met.

How can teachers learn to develop the conditions set by the Framework of Action 2030 and what, in turn, are the conditions for this development? A basic condition is to believe that teachers working in countries with different levels of development can be helped towards achieving the capacities needed, on the basis of starting from where they are at the moment (Sen, 2009). Secondly, it is important to understand why teachers continue to

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teach the way they were taught in schools or why teacher education activities do not produce different kinds of teachers. In this respect, there are views favouring the improvement of formalistic teaching considered to be in line with traditional cultural values, rather than with what is considered to be “progressive” teaching (Guthrie, 2011). Even when teacher education is successful in preparing teachers in line with the above “progressive” goals, a key question is ‘why are they often unable to enact what they initially learned and fall back into the usual limited ways of teaching in their schools?’. Besides policy/contextual conditions, such as teacher time for lesson preparation, high student/teacher ratios or unsatisfactory contractual conditions that affect the quality of teaching, there are also the conditions related to insufficient opportunity for teacher learning and improvement, as well as support provided by school management that also have an important effect.

Therefore, it is important to discuss why it has not been possible to alter sufficiently these conditions to improve the opportunity to teach as expected, and examine cases where changes are in place and what are the effects of these over teacher morale, disposition and professional capacity, teaching and school results. More than twenty years of reforms aimed at school quality improvement in Chile, which included an exacerbation of testing, went by before clear action regarding improvement of contextual factors of good teaching were recognised in a new law, and only because there was a huge civil society movement to push for these changes (Plan Maestro, 2015). This, and other examples, need to be considered in discussions referred to teaching improvement.

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John Bangs
Senior Consultant EI/Honorary Visiting Fellow, University of Cambridge

Teachers, their unions and evaluating the SDGs' progress

I'll take the aspiration that countries want (or should want) high-quality education for all children and young people as a given. It's the aspiration of the SDGs and all international studies, including PISA. The exponential growth of countries signing up to PISA, (82 for PISA 2018) is evidence of this. There are now more non-OECD countries in PISA than members.

The issue is whether such studies can tell us much about how all education systems can be organised. They can if they are used as references for policymaking, not recipes. They should be the starting, not the end point of debate in every country. For me, PISA's conceptual construct of systemic evaluation based on assessments which evaluate problem-solving combined with contextual questionnaires of students, teachers, principals, parents is as good as it gets currently. However, the construct could be improved to include the 21C skills of cross-cultural competences, the arts, humanities, etc. The question is whether countries would fund such an expansion.

A more important question is whether such a construct is useful for countries, which want to design an information base from which they can build successful and equitable education systems. PISA for Development seeks to answer that question and, as such, could be (just) one catalyst for a much wider debate about measuring the progress of the SDGs.

Finally, systemic evaluation should remain systemic and provide information and policy suggestions. Country performance tables, such as in PISA obscure policy messages, aid those who wish to opportunistically damage the provision of publically provided education.

Successful education systems can't exist without qualified teachers with high levels of efficacy, pedagogical knowledge and, indeed, the moral purpose of wanting to make a positive difference to children's lives. Neither can education systems be successful, unless teachers are at the centre of policymaking and knowledge creation. The combination of TALIS and PISA evidence, along with numerous academic studies, supports this.

3. Statements – Cambridge 2016 Seminar.
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Teachers look to their organisations to provide collective teacher leadership to encapsulate their commitment and aspirations. It is no accident that the highest density of union membership among all sectors is in the teaching profession. Neither is it an accident that the largest global union federation is for teachers; Education International.

The idea that the teaching profession is an essential collective resource and teacher unions are essential collective partners in creating education systems is too often ignored by governments. It is also ignored (or actively rejected) by the growing number of global private companies who wish to sell off the peg cheap MOOCs supplemented by untrained staff particularly in impoverished countries as a substitute for the real thing.

The future rests in public education and developed countries globally supporting the creation of successful education systems in countries with endemic poverty. A sign of hope is that some governments are beginning to realise that teachers and their organisations are essential in that endeavour. To quote Angel Gurria (OECD Secretary General) in his forward to the 6th International Summit on the Teaching Profession:

> *'Educational success is everybody's business and effective collaboration between governments and teacher unions is a cornerstone for success'.*

Kai-ming Cheng
University of Hong Kong, China

Rethinking teachers' role!

Learning is a human instinct. Education is not. Education is about programmes designed by adults for the young. Teachers are therefore the crucial player in the education of our younger generation. This is very true. However, the eventual outcome of education lies in student learning. It is not a matter of how teachers teach, but how teachers could facilitate student learning. There are two possible disillusions. First, that since teachers are important, therefore we should hold them responsible, because students are less controllable. Second, student-learning outcomes should be used to assess teacher performance. These, unfortunately, are the reality in some systems of education.

I would use examples from East Asia to demonstrate that there are alternatives.
One of them is to place the attention on any reform to students' effective learning, and then position teachers in the right role to facilitate such effective learning. Teachers have to be respected as professionals, rather than treated as employees to be monitored. In other words, if we want students to be active learners which is the first principle of the science of learning, then teachers have to be respected as autonomous professionals. Here, there is no assumption that students' performance reflects teachers' performance.

Another one is that teachers are professionals, not only in the narrow sense of teaching, but as holistic mentors of student learning, and it is only in that sense that they become respectable professionals. However, teachers then have to undertake rather different responsibilities.

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Philippa Cordingley
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Myth busting: using evidence to overcome teacher quality obstacles to progress

There are three areas of widespread misunderstanding about how and in what circumstances, teacher quality improves that act as significant obstacles to progress for students and to making a step change in the depth, quality and nature of teachers' contributions to achieving the education targets in goal 4:

1. First, there is a belief that teacher quality can be enhanced through CPD offered (through more frequently done) to them. The reality is that a focus on CPD without an equal, if not greater, focus on the learning teachers take from CPD and embed in their daily practice, is as unproductive as approaching student learning as a simple question of transmission;
2. Second, there is a hysteresis-type swing and overcorrecting swerve between:
    a. a widespread historical belief that CPD needs to be provided solely by outside experts from universities, local authorities, districts or government agencies who come in to fill in gaps in within-school knowledge and "fix" the quality of teaching; and
    b. a strong belief within autonomous schools and or classrooms that outsiders have nothing to contribute and that all solutions are to be found in the immediate locale, because only there is can true understanding of the local presenting challenges be found
3. Third, there is a profound lack of understanding of the importance of the role of school leaders in modelling and promoting professional learning.

Fortunately, we now have large-scale systematic reviews to give us confidence in a subtler understanding of effectiveness and to help drive improvement and shape reforms to meet Goal 4 targets.

For proposition a) the systematic review of systematic reviews "Developing Great Teaching" Cordingley, Higgins, Greaney and Coe 2015 and a series of large scale, high-quality systematic review on which it depended, including the Timperley Best Evidence Synthesis

(Timperley et al 2008) clarify definitively the importance of attending to teachers' professional learning, as well as to the support offered to them. It also starts to paint a practical picture of the experiences, rhythms and foci that are important in embedding the fruits of CPD support in day-to-day practice and student success. The review also provides some clarity about what is *not* effective, including the provision of generic, pedagogic CPD or of curriculum materials (without time and support for exploring their implications) or, conversely, the provision of time, without structures to enable teachers to engage iteratively with evidence about students' responses to their own learning.

Developing Great Teaching (ibid) also has an important message to offer for proposition b). Both positions contain some essential truths but *not* a zero-sum game. Effective professional development, and learning for teachers that feeds into student success, involves both external specialist support and internal peer-supported, iterative rounds of enquiry and exploration of evidence about how students are responding to changes.

Interestingly, our three-year study of the implementation of the National Curriculum in England strongly suggested that designing lessons, schemes of work and curricula act as both important vehicles for high quality CPDL and for leadership modelling and promotion of professional learning (see below Bell et all, QCDA, 2013)

For proposition c) the seminal Best evidence synthesis by Viviane Robinson (2007) on the contributions of School leaders to students success shows that, of the five key areas of activity undertaken by school leaders that correlate with success for students, it is the promotion and modelling of professional learning that is the most effective, with twice the effect of its nearest neighbour, the management of teaching learning and the curriculum.

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Graham Donaldson
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Teaching: responsiveness to context and change

The nature, extent and strength of the forces shaping twenty-first century societies and economies have profound implications for our understanding of what it will mean to be well educated in 2030. The pressures inherent in fast and deep change demand fresh clarity about the purposes of school education and about the conditions most likely to achieve those purposes. Striking the right balance between responding to the here and now and pursuing longer-term goals, is a key challenge for education policy and one that is likely to become increasingly complex.

The Framework 2030 goals refer to 'quality' in school education and to all girls and boys achieving 'relevant and effective' learning outcomes'. However, the determination of both 'quality' and 'relevance' is problematic. Aspects of the educational policy discourse can too often seem designed almost to retro-fit the school as an institution to potentially anachronistic curriculum and assessment assumptions that run deep but nonetheless require challenge. In that context, models of change and improvement in school education can be dominated by beliefs about immutable educational truth and the beneficial impact of increased inputs (more equals better), often leading to a focus on more efficient delivery of unduly metrics-driven and reductionist goals. 'Relevant' can often be defined too narrowly in terms of the needs of today, without sufficient attention being given to vital longer-term goals. The result can be apparent immediate success at the expense of the future wellbeing of individuals, societies and economies. Sustainable development means that improvements in basic conditions must be seen as a precondition for more dynamic and organic growth in the future.

While the nature of the immediate challenges facing education systems will be heavily context-specific, the need to create the conditions for long-term development remains important. Central to those conditions will be the nature of the teaching force and how the teaching and learning process will itself develop.

Teaching is not a fixed entity for which once-and-for-all training can be an adequate preparation for a career. The skills required of the teacher change and develop over careers that are likely to last well over forty years. Clearly, teachers must have a deep

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commitment to the learning and wellbeing of young people at the core of their professional being. However, the means by which that learning and wellbeing can best be promoted will change over time. While it may have been possible in the last century to retain a, possibly simplistic, belief in the fundamentals of teaching being supplemented by ad hoc training iteratively across a career, it seems very unlikely that such an approach will serve us well going forward.

Meeting the 2030 goals will require teachers who embrace change and see themselves as leaders, not followers of the kind of educational development that will serve young people best. The current, and certainly the future, characteristics of the effective teacher will not be met through a training model. Training models are too laboured and ineffective to meet the demands of twenty-first century education. Sustainable future relevance and quality will need teachers who are committed to their own personal growth.

Future success will require a policy framework for education that addresses the need to recruit individuals into teaching, who are energised by change and committed to helping to shape the future. That policy framework should establish clear and agreed strategic direction, promote teacher agency and distributive leadership and develop the kind of constructive accountability mechanisms that provide necessary assurance without compromising agency and ownership.

Amina Eltemamy
University of Cambridge PhD student and founder of the CairoCam Network

Teachers and teaching are the most important factors influencing educational reform. In Egypt, teachers face several challenges that hinder them from performing their role effectively: they are not supported financially, professionally, or psychologically within the system. Many Egyptian teachers are deeply concerned that they are deprived of the opportunity to lead innovations in their fields and often regarded as service delivery agents rather than professionals who take active roles in the leadership of change. Teachers aspire for a wider role in leading educational change, which would lead to better collective status, greater personal satisfaction and increased confidence in their capabilities.

Being exposed to the work done by the HersCam/ITL initiative in supporting non-positional teacher leadership made me see the transformational capacity it has. I adopted and adapted the 'teacher-led development work' (TLDW) model (http://www.hertscam.org.uk/).

The affiliated network in Egypt is the CairoCam Network, operating in six schools in Egypt with a total of 95 teachers participating. Teachers initiated and led development projects in their schools that focus on improving teaching and learning. The programme gets teachers in the habit of thinking about learning for life, rather than learning for grades. Development projects are based on teachers' professional values and concerns where teachers have the chance to decide for themselves how they want to improve practice. In this way teachers develop a sense of ownership toward their development projects, where the lack of ownership was the main reason for the failure of many reform strategies in Egypt before (Hashimota, Pillay & Hudson, 2008). Moreover, their voice is heard in educational reform policies, rather than being continuously neglected (Ibrahim, 2010; Sayed, 2006; Mayfeild, 1996). When teachers initiate development projects that serve the needs of their students, it is a step towards breaking the chains of centralisation and unified reforms. It also works on utilizing the great potential that teachers have to actually think about change and develop a sense of agency towards school improvement. They are reminded of their capacity to influence future generations, and their moral value; why they are teachers in the very first place.

Through the programme sessions and network events, a culture of collaboration among teachers develops, as teachers are encouraged to draw their colleagues into their development projects. They learn how to support each other constructively and are

encouraged to share their new ideas by presenting their development projects at network events, and through published articles. Development projects are evaluated based on their impact and ability to represent a framework for other teachers to benefit from in their practice as well. This develops greater personal satisfaction for teachers when they feel their impact can extend beyond their classrooms, and their voice is heard (Eltemamy, 2012). They attend conferences where they present their work, and are part of an international network. Such dynamics are capable of enhancing the status of the teaching profession, in a time where many teachers in Egypt experience a decline in their professional status (Badrawy, 2011; Eltemamy, 2012).

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Jelmer Evers
Teacher and writer, author of *Flip The System: Changing education from the ground up*

Making the connection

The teacher should understand, and even be able to criticize, the general principles upon which the whole educational system is formed, and administered. He is not like a private soldier in an army, merely expected to obey, or like a cog in a wheel, expected merely to respond to and transmit external energy; he must be an intelligent medium of action.
John Dewey (1895)

TEACHER PROFESSIONALISM - why are we still talking about it? Asks Judyth Sachs twelve years after her book *The Activist Teaching Profession* (Sachs 2015). Yet, we are still talking about it. At the 5th International Summit on the Teaching Profession (ISTP) in Banff, Alberta/Canada it was clear that in order to achieve the goal of quality education for all that there is a need for teacher leadership at every level. But for teacher leadership to have actual meaning it has to be based on a true democratic teacher voice.

Far too often, the teacher leadership agenda and the professional learning and collaboration agendas have been co-opted for other means. To make the step from policy and research to practice and action, and to claim this space based upon democratic principles we need to find a way that connects individual teachers, teacher trade unions, international teacher networks and international organizations working on social change in education to the Sustainable Development Goal 4.

According to Stephen Ball 'more and more states are losing the ability to control their education systems – something we can refer to as denationalization.' Through networks of international organizations, corporations, NGOs and philanthropist organizations, policies are no longer bound by national borders. Neo-liberal policies of accountability, standardization and privatization have spread across the globe. Pasi Sahlberg has coined this the *Global Education Reform Movement* (GERM). At the same time there is an increasing discomfort amongst teachers against the standardized accountability reforms and the sense that they've lost their profession. If these reforms are boundless, universal and global, so should be the alternative.

One of the responses by EI was to create an ongoing dialogue between EI, the OECD and governments through the ISTP. Over the course of five years the discourse has successfully changed from punitive accountability and performance pay to collaboration and trust. However, these intentions are yet to be translated into national policies and actions. Tellingly some countries are still moving in the wrong direction, England being one of the most prominent examples. Moreover developing countries are not part of this dialogue platform. Their educational systems are continuing to suffer from systematic underfunding, de-professionalization and privatization.

The antidote to this is *Flipping the System*, a system based on democratic professionalism, collective autonomy and professional capital (Evers and Kneyber 2015). This requires active engagement and agency by teachers at all levels from the classroom to national policy and international collaboration. Achieving this requires building support structures and networks on every level. Teachers worldwide are already connecting through social media platforms such as Twitter and Facebook. There are many outstanding specialized national and international teacher networks, which have specific outreach and focus and access to official policy initiatives. However, all these networks work on their particular area and country. There is a clear need for an additional and international structured 'space', physical and online, where teachers from around the world could meet, share and to discuss the professional issues that they are dealing with. To date, no such international space or network exists that connects the authentic networks and lifts them above the cacophony of pseudo professional commercial ones.

In their recent paper on "Non-Positional" teacher leadership, John Bangs and David Frost wrote, "There is now abundant evidence that teachers are able to embrace an extended mode of professionality in which they are influential in matters of policy and practice (and) can contribute to the development of policies on improving their own schools and the wider system." (Bang and Frost 2012)

In summer 2015, Education Internationals 7th World Congress has approved an agenda mandating EI to lead in this space and reclaim the profession with the professionals themselves by:

- Establishing Global Guidelines for the Establishment of Professional Standards (for UN endorsement);
- Developing a Global Educators' Passport (portal linked to CPD/micro-credentialing/social justice action);

- Convening an International Conference on Professional Issues;
- A Global Educators Observatory of the SDG's (Goal 4 and other pertaining goals) -> connect teachers and policy for monitoring, advocacy and classroom practice;
- Mapping existing networks in the Global North and South;
- Identify partners and areas of interest/overlap teachers/organizations;

As we move along with these policies what I'd like to explore at the Leadership for Learning seminar is what the added value would look like for individual teachers, teacher organizations and international policy frameworks. How do we move beyond the OECD countries and make this truly global? Is this the crucial step we assume it is in achieving quality education for all?

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Response to the focus of the seminar

There is a global education crisis. Millions of children have no access to schooling. There is a desperate shortage of qualified teachers. The quality of the education experienced by many millions of children is poor. Goal 4 identifies aspirations, which collectively echo and underpin the 'Education for All' slogan.

In addressing this crisis, I think the most important challenge is the hearts and minds of practicing teachers and those who are preparing to become teachers. When considering reform policymakers tend to focus on teacher recruitment and training, but we know that completing initial teacher training (ITT) does not necessarily lead to becoming and remaining a teacher. People do not always undertake ITT for the right reasons and achieving a teaching qualification does not guarantee effectiveness in the classroom. In any case, the crisis demands more of teachers. It is not enough to be a 'good classroom teacher' especially where conditions may be challenging. We need teachers who are also innovators, problem-solvers and advocates for good practice. Candidates for the Global Teacher Prize seem to have these qualities and they will inspire others, of course, but we cannot rely on this to make the massive difference that is necessary.

To address the crisis, we need to focus on the quality of teaching and learning and, in so doing, go beyond the limitations of strategies that concentrate on specifications of professional standards, competences and professional knowledge. We need to address the more fundamental matter of the nature of teachers' professionality; the extent to which the teachers see themselves as agents of change; the extent to which they have an enhanced sense of moral purpose. We need policies and change strategies that focus on how to mobilise and enhance teachers' agency and moral purpose so that they strive and search for ways to improve outcomes for learners. This is about enablement and empowerment rather than incentives and exhortations. In the HertsCam Network, we have developed such strategies which have been adapted for use in places as diverse as Bosnia & Herzegovina, Portugal and Palestine. They rest on the deployment of the rhetoric of teacher leadership and a methodology for enabling teachers to plan and lead development projects and share the fruit of these through networking.

The cultivation of advanced forms of teacher professionality not only leads to innovation and increased effectiveness in the classroom, it also builds professional knowledge in the system and transforms professional cultures in schools. Advanced professionality improves

the effectiveness of schools because they become more collaborative and consistent in relation to professional values and routines of practice. Such environments are satisfying places to work and they attract and retain staff.

Teachers who have come to identify themselves as professionals with a moral duty to pursue education for all are likely to demand the right to be heard, not just in their own schools but in the wider system. They are also more likely to form collegial bonds with teachers in other countries and to build the solidarity that inspires and encourages teachers to pursue social justice.

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Sustainable Development Goal 4

After much campaigning by teachers' organisations, Education International and others, it is accepted that education is a stand-alone goal and also an explicit priority under several other goals. Quality is at the centre and there are dedicated targets on equity, qualified teachers, as well as safe learning environments.

The 2030 agenda recognises that primary education is far from enough in today's world and includes targets on pre-primary, secondary, vocational and tertiary education as well as youth and adult literacy and numeracy. A stand-alone goal on quality education is vital to any sustainable development agenda.

Goal 4 Targets

Target 4.1

This target on the completion of quality primary and secondary education should be considered the universal minimum standard for education beyond 2015 and grounded in the universal right to education. In this target the commitment to free education is central and a pre-requisite for the universal completion of primary and secondary education. Equitable education should be understood as all children having the right to an education of the same quality, regardless of gender, socio-economic background, location, ethnicity, disability or any other characteristic. Relevant learning outcomes will need to be developed at local level within the context of a national framework. The curriculum should be a window and a mirror.

Target 4.2

Expanding access to early childhood education is key to the right to education, but unfortunately, this target emphasises early childhood development rather than *early childhood education and care.* The right to education starts at birth and the target should thus go beyond pre-primary education. Early childhood education plays a particularly large role in overcoming disadvantages. This target should have included a commitment to at

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least one year of compulsory and free pre-primary education. Early childhood education should not be seen to be about making children ready for school, in fact schools should be ready for children.

Target 4.3

Expanding access to quality technical and vocational as well as tertiary education represents an important step forward, as these levels of education weren't covered by the MDGs. The emphasis on *affordable* is unfortunate, as there is no such thing as affordable for the very poorest. A policy linked to affordability also opens the door to privatisation of educational provision as we have seen with the mushrooming of the so-called low-cost private schools in the global South.

Target 4.4

The emphasis on relevant skills can be seen as a direct response to the high levels of youth unemployment, but this target should have been combined with the previous target on vocational and tertiary education, as these are the means through which many of these skills are acquired. *Decent jobs* should be referred to as decent work, the internationally agreed term, which includes rights at work.

Target 4.5

Equal access is at the core of the right to education, and this target is an important commitment to reaching those who traditionally have been excluded from education. There are some equity characteristics, which are missing here which will need to be addressed – such as LGBT, refugees and asylum seekers. Equity considerations should underpin each and every target.

Target 4.6

This is the only target on adult education and lifelong learning, a central part of the education goal. It is unfortunate that the target covers all youth but only a substantial proportion of adults. Who defines what is 'substantial'?

Target 4.7

This target places education for human rights, global citizenship and sustainable development at the centre of quality education. Being an explicit policy priority, attention will have to be given to the ways in which education about human rights, global citizenship and sustainable development is integrated across curriculum, teacher training and teaching and learning materials.

Target 4.a

Quality education cannot take place without safe and inclusive learning environments. The target represents an important commitment to building new schools, but also to upgrading existing education facilities for all. It also calls for clearer national-level definitions and policies on *child, disability and gender-sensitive learning environments*.

Target 4.b

This target is insufficient as a means of implementation for higher education and vocational education and training. The education goal can only be met if supported by a robust target on education financing, setting minimum funding benchmarks for governments and donors. While recognising the added value of student exchanges, scholarships alone will not contribute to building and strengthening national higher education systems. The target itself lacks an equity dimension, which means that inequalities of opportunity risk being reproduced. At the same time, it risks encouraging brain drain.

Target 4.c

A target dedicated to teachers and their role in delivering quality education for all is of course key to the success of the new agenda. This target in itself is insufficient as a means to overcoming the shortage of trained and qualified teachers. The ambition should be to ensure that all children have quality teachers. Quality teachers must be both professionally trained and highly qualified. Teachers cannot deliver quality education alone and must be supported in the profession, particularly through professional development. Finally, the status of teachers in most countries is a huge problem, and all the conditions which affect the status of the teaching profession will need to be tackled if Goal 4 and its targets are to be realised.

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The Sustainable Development Goals (SDG) for Education – How can we measure results?

Compared to the Millennium Goals for 2000, and the follow-up Goals for 2015, the SDGs represent a very ambitious agenda for change, probably much too ambitious to be realistic in a time span of just 15 years. However, it is hard to disagree with any of the particular goals for education. They represent a broad range of challenges that we know exist in many parts of the world.

The analytical foundation for these goals is that high-quality education for all is necessary to make societies and people prosper in a knowledge economy. Evaluations of former UN initiatives on education have shown that it is not enough to get all children into school. Too many children in school have not achieved basic competences in reading, writing and mathematics. That the new initiatives are linked to the need to assess the quality of education therefore comes as no big surprise.

A fundamental question is whether investments in standardized test systems will contribute to fulfil the goals, especially in countries with weak educations systems and weak administrative and political infrastructures. Even when it comes to the PISA test countries, a valid question would be to what extent participation in the test and the ability to compare results with other countries has led to positive changes and improved results.

The underlying premise for investing in standardized test systems to ensure and enhance quality education is linked to the “governance by objectives” ideology, which is based on the assumption that the only indication of quality we need is output results. We know from our own systems in the OECD area that this assumption causes a lot of problems, many of which have the potential to undermine the values and broad scope of education. The datafication of results is also the stepping stone used by private interests to have more influence in education. This is not to say that such data cannot be used in a positive way to enhance the quality of education. The question however, is whether investment in such result data producing systems should be the first priority, when the aim is to enhance the quality of education in poor developing countries.

It seems to me that it is much more urgent that international cooperation initiatives within the SDG work defines some minimum input factors and work to invest in improving the actual professional work in schools:
- a definition of minimum standards for an institution that wants to call itself a school,
- minimum requirements for foundational teacher education and CPD,
- minimum requirements for school facilities,
- minimum requirements for curriculum and statutory rights to a minimum amount of teaching time for students.

These requirements could be the most important statistical indicators on the development of quality of the education systems in addition to statistics on the different SDG-goals and statistics on crime, health, employment, wellbeing, corruption, etc.

Even statistics on the quality of the tax system of different countries is a more important indicator of the potential for improvement in education than statistics on literacy and numeracy results.

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Teachers as peace-builders: exploring teacher agency in social cohesion

A necessary and integral component of sustainable development is a peaceful society free of conflict and violence. Education has a role to play in peace-building where peace is not just the absence of conflict, but entails building a sustainable peaceful future through social cohesion and harmony.

Teacher agency can play a transformative role in peace-building by mitigating inequities and through respect for diversity and commitment to non-violence. However, teacher agency exists in a socio-cultural setting and it is the influence of the teacher on the rules and practices in the conflict driven surroundings that provides a basis for transforming conflict. Moreover, teachers are not always the victims of conflict, but they could also undermine this transformative process if they are the drivers of conflict. For example, in a recent study on the role of teachers in peace-building in Pakistan, a country fighting the war on terror in the wake of the events of 9/11, it was seen that education was a significant player in exacerbating social disharmonies on the basis of gender, religion, language and ethnicity. The National Curriculum and textbooks deployed exclusivist discourse and assimilationist approaches to construct the role of loyal citizens through a nation-wide Islamic discourse. This positioned the Muslim majority citizens in a state of binary tension with the non-Muslim citizens of the country and ran counter to the agenda of reducing divisions in the society. Teachers overwhelmingly supported the majority's narrative of assimilation and raised questions about their role in promoting social cohesion through respect for diversity and inclusion. Teachers' role as drivers of conflict suggests a need to understand the conditions under which education interventions for teachers can promote peace.

On the basis of their work on education for peace-building, Novelli, Lopes & Smith (2015) present a framework drawing on Nancy Fraser's three dimensions of social justice i.e. Redistribution or addressing inequalities through opening access to opportunity and resources; Recognition or respecting difference and diversity in the social systems; Representation or participation; and add a fourth dimension that of Reconciliation, as "a process crucial for (post) conflict societies to prevent a relapse into conflict and incorporates education's role in dealing with the past and historical memory, truth and

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reparations, transitional justice processes and issues related to bringing communities together" (p.13). The 4Rs framework provides analytic categories to understand the role of education in and for peace. However, at a practical level, questions persist for policy and practice about the role of teachers, teaching and teacher education in peace-building:

• What could a teacher education intervention for peace-building look like?
• What would be the dynamics of the 4Rs in such an education?
• What would teacher agency look like in education for sustainable peace?
• How could teacher education take into account the specific needs of a conflict-affected society? How could a 4Rs framework support the design of such programmes for teachers?

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Martin Henry
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The SDGs and support for teachers

The Sustainable Development Goals (SDGs) are a step forward in international terms. They look at learning in the context of learner diversity, equity, access and engagement. There is also a long overdue leaning towards wellbeing in relation to the 'safe, non-violent, inclusive and effective learning environments for all', although a more specific focus on student wellbeing would be helpful. There are, of course, some notes of caution. The continued reification of literacy and numeracy inevitably leads to the shading of broader curriculum goals. This, in turn, speaks to the need for 21st century competencies that more fully encapsulate the written and hidden curriculum, which is a spin-off project. All of this is only achievable when teacher voice and teacher involvement is made an integral part of system development. Social dialogue, as it is called in Europe, and common practice as it is in New Zealand, must be a given.

Autonomous professionalism for teachers is central to the delivery of quality education for diverse students. Teachers must be supported in their specialisms with subject specific Professional Learning and Development (PLD). Teachers must also be supported in their development of relational pedagogy with models such as Te Kotahitanga in New Zealand, which worked on relational pedagogy focused on Maori students. This was a way of working that was resourced to support teachers in their individual inquiry around student engagement. Ironically, the programme has been discontinued by the current New Zealand government, despite significant academic success for the target students. PLD like this that is co-constructed with teachers, that honours their professionalism and assists their reflectivity, is central to ensuring success. Models that stress accountability without support will inevitably lead to failure.

The introduction of sustainability as an integral strand raises further questions as well as offers significant possibilities. Sustainable development around broad and agreed goals of lifestyle balance, citizenship, participation and inclusion make complete sense. To make the goal truly sustainable, it is necessary to consider the impact of all policies on students and teachers. For example, a policy to increase class size to 50 students per class so that more money can be spent on PLD may be popular with government, but is not sustainable for teachers. Therefore, according to the SDG around sustainable development, it should

not progress. It remains to be seen whether the SDGs will have this impact on policymaking.

The opportunity, here, is to make education in all countries focused on more than just narrow, summative assessment and retention-based statistics and move back towards education as a human growth essential in a person's life. Not just for the time they are at school, but through their whole life. To do this, strong partnerships with teachers and tutors are an essential ingredient. PLD that is state-funded and delivered is a foundation on which much can be built. This requires infrastructure, resourcing and, most of all, the involvement of teachers. Teachers count, with the right support, they will provide the changes that will help realise the SDGs.

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The Future of the Teacher Profession and Educational Workforce

In 2014, Tony Mackay and I built a new teacher scenario set to help see what the organised educator workforce might look like by, say, 2030. Thinking had begun several years ago in OECD work on Schooling for Tomorrow (SfT), as reported in the first Cambridge seminar of the series. But earlier work had not reached a clear scenario set and we, ourselves, decided to come back to the exercise after SfT had long finished (Istance and Mackay, 2014).

None of the scenarios below would be expected to happen in their pure form, and they are not predictions. However, scenarios can be a powerful tool to sharpen up viewpoints about possible, probable and desirable (and undesirable!) futures. Even using such a simplified set of dimensions, as we do, invites reflection on what the future educator workforce will, and should, look like in pursuit of the SDGs.

The scenarios have been constructed by identifying two fundamental dimensions; expressed as questions. These are:

- *School-based or diverse locations for schooling?* [Where?]
- *Only teachers teach or diversity of educators?* [Who?]

Taking "very high" and "very low" on these two dimensions gives four combinations:
1) *"Teachers in educational monopolies*": school-based teaching with only teachers;
2) "*Specialist professionals as hubs in schools"*: school-based teaching with diverse educators; 3) *"A system of licenced flexible expertise"*: diverse locations with only teachers;
4) *"In the open market*": diverse locations with diverse educators.

Scenario 1: Teachers in educational monopolies

Schools and teachers both dominate in this scenario. Teaching and learning are predominantly organised within places called schools, and though informal learning may take place at home or through media, there is very little non-formal organised teaching and learning. This may be an open or a restrictive scenario – many routes to acquire qualified teacher status or few. Certification and accreditation through education authorities take on very significant proportions, with rigorous control to ensure that no

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one is establishing unauthorised educational programmes.

Scenario 2: Specialist professionals as hubs in schools

Schools dominate schooling in this scenario. Yet, it is also recognised that a range of adults and professionals should be engaged in teaching alongside those with teacher status, such as volunteers, parents and grandparents, community experts and specialists. Teachers, as those with specialist professional knowledge and certified status, are at the centre of the educational workforce. They are used to exercising strong educational leadership in their work with others. Great emphasis would be given to creating capacity and community to bind such a diverse workforce together in a shared organisational setting: the school.

Scenario 3: A system of licenced, flexible expertise

Instead of the "system" being defined in terms of institutions and places called schools, it is defined by who exercises responsibility for teaching. There is thus considerable flexibility and mobility in what teachers do and where they practice. Levels of control would be very high, as anyone establishing and running online or community programmes must have recognised teacher status. This scenario implies very significant investments in teacher preparation in continuing professional development, and creating communities in an otherwise dispersed system, as schools have become minority educational destinations.

Scenario 4: In the open market

This is a de-schooling scenario in which those who can teach include, but are no longer required, to possess a teacher status. All kinds of other consultants and learning suppliers have come into the picture; they do this in a variety of different locations, of which only a minority are called schools. This scenario might involve a mix of home schooling, tutoring, online programmes, and community-based teaching and learning. Control and currency in the learning market would be largely exercised through success in developing particular capabilities demonstrable through assessments.

Key Themes and Questions Arising

Those using the scenarios should share their own content and concerns about the different futures. In our 2014 article, Tony and I indicated some areas for discussion, intended more to help clarify important questions than to provide ‘answers’.

Equity: fear of widening inequalities is a common reason for many in education not to stray too far away from school-dominated systems. By making options and opportunities

dependent on such unequally distributed resources as family knowledge, financial resources and cultural capital, an obvious concern is that the result will be greater inequity. Those advocating de-schooling futures must confront the argument that their way ahead will widen inequalities.

But attending school cannot be regarded as the sole mechanism for distributing equity and existing school-based systems are riven with equity problems – the dominance of organised schooling in itself is no equity guarantee. The other scenario dimension - diversity of educational workforce – might be influential, as engaging a wide variety of community stakeholders as educators may help to address education's perennial equity challenges.

Technology: technology will be a significant feature of all educational futures, but it is a strategic choice under the 'schools-only' scenarios. It is a defining feature of the others as they assume extensive technology access and use. More profound questions are raised: how does the extensive use of online resources and teaching redefine the nature of teacher professionalism? How far should a personal learner/teacher relationship remain at the heart of education? What is an educator?

Teacher status: would teachers have higher or lower status, compared with now and compared with each other, under the different scenarios?

"Teachers in Educational Monopolies": by ensuring that all education comes within schools, and that all teaching is given by recognised teachers, we might expect attractiveness and status to increase. But given the sheer numbers involved, it might still be difficult to acquire the status enjoyed by, say, doctors and lawyers.

"Specialist Professionals as Hubs in Schools": possibly the scenario where recognised teachers enjoy the highest status, though how to ensure that all the other educators would not be so far behind in status that it is very unequal for the educational workforce as a whole?

"A System of Licenced Flexible Expertise": This may open new ways of forming teacher status as they enjoy enormous market power and, at the same time, have much greater choice about how and where to exercise their professional skills. But how would those skills on which status depends be acquired and maintained, especially as only a minority of

teachers would come together in schools?

"Teachers in the Open Market": by definition, this is fragmented. It is plausible that it would lead to wide differences among educators: from elite teachers in situations of greatest market power (perhaps associated with very high achievements), through other teachers and consultants, to those with lower status and rewards.

Professional development and collaboration: A challenge for all the scenarios is how teachers and educators acquire, maintain and develop their expertise. For the scenarios with large numbers of 'non-teacher' educators, there is an obvious question of how far these futures will open the door to armies of volunteers and amateur educators with an inadequate knowledge base. How far would the non-teachers need to have an initial base of knowledge and skill and would they engage in continuous professional development? What would be the role of the teachers in this process?

A major challenge for the 'non-school' scenarios is how to organise communities of learning and collaboration. The 'teachers only' scenarios may or may not be accompanied by demanding requirements for professional learning and updating: in 'a System of Licenced Flexible Expertise', indeed, the licence may well depend on it. Professional development and collaboration are a particular challenge for 'In the Open Market', though there may be a flourishing market for educator learning just as there is for student learning.

Our reflections might usefully inform this Cambridge Seminar. Rather than assume that future learning systems should always be defined in terms of structures, content, technologies and learners or in terms of outcomes, with matching teaching resources always available for whatever future is thereby defined, these scenarios consider the future teaching force as a subject in its own right. They can help to sharpen up images not only of what a future profession and educator workforce might look like, but also what might be needed to make it happen.

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Sustainable development: an integrating focus for curricula

By 2030, ensure that all learners acquire the knowledge and skills needed to promote Sustainable development*, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non - violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development*

This input is based on the 2011/2012 ENjoinED research on the scope and framing of ESD content in 9 national curricula (Bosnia & Herzegovina, Croatia, England, Estonia, Georgia, Kosovo, Macedonia, Romania and Slovenia) and my recent engagement (2015) in the expert group for developing ESD curriculum in Croatia.

In order to reach the above target, we need firstly to ensure that the SD content (knowledge and skills) is not only present in the school curricula, but that it is framed correctly. The key actors in education (policymakers & teachers) should **revisit the understanding of (E)SD in the curricula (if it even exists)** and keep in mind the **interconnectedness of all aspects SD** - environmental, socio-cultural and economic. Even though the broadness of the concept makes it difficult to operate with the above target, it cannot be achieved if any of these aspects are neglected. For target 7 to become a reality, **ESD should become one of the foundational principals of curriculum.**

Currently, in many systems, the ESD content is scattered within the framework and subject curricula, without any coherent thought about the reason why this content is present and how a student could make the best use of it, especially in regards to the ability to produce change. It is enough to point out the difficulties of the present generations to cope with the effects of unsustainable practices, e.g. the economic crisis, or the incapacity to think about the possibility of new, alternative forms of governance that could be the key to solving this ongoing problem. Although almost none of the targets of Goal 4 can be achieved without teachers the role for teachers is particularly important in target 7, quoted above. A real change cannot happen without competent teachers. This gives an important role to the Universities and Teacher Training institutions. University courses in ESD should be offered, as well as mobility and practice exchange programmes for teachers

endorsed by respective education authorities and schools. Through the ESD training or courses, teachers should not only acquire knowledge on ESD content, but attention should be given to the framing of the content and the methods for teaching it and **focus less on factual knowledge and rote learning and more on skills and values acquired through alternative, practical ways of learning that endorse critical thinking and creativity.**

The reason behind it, is that students should learn *how to produce and sustain the change*, and therefore this goal should be immediately prioritized. The key actors in education should focus on the key skills to achieve this goal, currently presented only in a factual manner in the curricula – ***Managing change and uncertainty***, ***Futures thinking*** and ***Decision-making***. Of course, the way the education system is organised, the level of participatory practices and amount of free space for introducing this approach will be key factors for the achievement of this goal.

René Kneyber
Mathematics teacher and author of *Flip The System: Changing education from the ground up*

The need for an architecture of institutions in education

In Holland, we are running a very successful program called Learning Power (LeerKRACHT), which is designed to break professional isolation and get teachers involved in collaboration and peer review. One of the specialists involved in the program was asked to travel to Pakistan to implement a similar program, and he did. However, pretty soon he found out that education in Pakistan had more pressing issues: teachers were working without a proper curriculum and class sizes were enormous. Peer review and collaboration were the least of their worries, it seemed.

Organising education is easy at first glance. One needs to put an expert of some sort into a room with students, either growing up or adult, then, through magic untold, 'learning' will take place. This has obviously been the case ever since the Babylonians carved Pythagorean triangles into stone slabs. Yet, where do these lessons lead? Would it be all right if teachers were to all do as they pleased? Shouldn't there be some kind of overarching curriculum? Even more questions arise: What skills and knowledge should a teacher have? What are beneficial working conditions, etc.

There are, of course, no universal answers to these questions. Rather, societies figure out the answers to these questions through interplay of dialogue and negotiation between institutions, such as unions, centres of expertise, researchers, the government, companies and other stakeholders.

The paradox, of course, is that the need for an infrastructure of institutions in education leads to such a complex system that it becomes 'uncontrollable'. In many modern countries, many policies have been aimed at reducing such complexity, for instance, in Sweden the former right wing government has removed some institutions to implement reforms more easily. However, after a damning OECD review, the government has taken steps to add more institutions to the system, for instance, by setting up a new education council.

If we wish to achieve the UNESCO education goals for 2030, there is a two-sided challenge. Education systems that are underdeveloped, with a lack of institutions and proper checks and balances, need to start developing those. This is, of course, a huge challenge for the many countries with little democratic institutional strength, but also for modern countries. as many are foolishly aiming at reducing institutional complexity.

Special part attention and consideration should be given to the institutional position teachers take in the complex architecture of an educational system, as they are the only pathway between practice and policy. Indeed, the real way forward is to drive policy toward institutional complexity.

Keith M Lewin
University of Sussex, UK

Sustainable Educational Development or Education for Sustainable Development?

There are now 17 Sustainable Development Goals (SDGs) and 169 associated Targets, which can be compared with the 8 goals, 18 targets and 48 indicators of the MDGs, one of which was specifically educational (universalizing access to basic education), and another (gender equity) was cast partly in educational terms. Education (Goal 4) now has 10 targets and at least 42 indicators, with more likely to be invented. Time will tell if the SDGs prove as durable as the Millennium Development Goals (MDGs), and whether the evident limitations of the MDGs have been addressed by multiplicity of SDGs, which have the virtue of breadth but lack prioritisation.

The question is 'what is it about the SDGs that could lead to a more sustainable form of development?' If the specification of Goal 4 is read on its own, it appears substantially similar to the Jomtien and Dakar Education for All goals and targets. There is nothing in the text that really explains how the new education goal and ten targets are any more or less likely to lead to sustainable development than the previous sets of goals and targets targets

The basic problem is that the SDG text and its elaborations leave open whether it is promoting *Sustainable Educational Development (SED)* or *Education for Sustainable Development (ESD).* It lingers longer on the SED than ESD, yet the latter is the core issue. Is it unreasonable to expect more clues as to what should go into the 15,000 hours of school that the SDGs anticipate for all children? What would constitute an education fit for purpose in the 21st century, which is different to that which proved so successful in many countries in the 20th century? What would close the cognitive chasm that exists between the achievements of 15-year-olds in different countries, that is equivalent to six years of schooling? What would reduce the current differences between the richest and the poorest students within low-income countries, which mean that the highest scoring students perform at rich country levels, and the lowest simply fail to score? How can all 15 year olds understand enough science and technology and logical reasoning, to have an informed view on climate change, pollution, urbanization, and epidemic and endemic diseases? What kind of citizenship education might contribute positively to reductions in conflict and levels of distressed migration and would global citizenship add any value? We

3. Statements – Cambridge 2016 Seminar.
This version incorporates all statements received as of 09/05/2016.

should all encourage the ESD dialogue to be more explicit about what it values and why, in terms of cognition, affect, and pedagogy.

Education is at the heart of development and learning creates and transfers capabilities. It may not guarantee enlightenment and freedom from superstition, but it makes it more likely. The SDGs identify education more as part of the definition of development than as a means to achieve it and fail to advance the discussion on what kind of education is to be valued for what purpose. The Brundtland Commission of 1987 introduced the idea of sustainable development into mainstream development theory. Brundtland's criterion was that 'the needs of the present are met without compromising the needs of the future'.

This is the key challenge to those who want to go beyond Jomtien and Dakar and develop ESD post Incheon. An opportunity has been missed to dwell more on the curriculum and pedagogic reforms that could transform minds, hands and hearts and offer insight into what education designed to promote development that is climate-friendly, respectful of human rights, and economically advantageous might look like, and how it might be learned and taught. SED is the agenda of EFA. ESD needs to be much more than SED, if it is to support reforms that are both disruptive and constructive.

John MacBeath
University of Cambridge Faculty of Education, Founder of Leadership for Learning Network

Towards Utopia

In 2000 two researchers from the Institute of Education in London published a book entitled *Why Learn Maths?* including contributions from leading mathematicians and myself. In Germany, a class of senior students in Paderborn school were set as a homework task a response to my chapter, problematising the curriculum and the privileged place of maths against other fields of study. A senior class in Padeborn Gymnasium was given this chapter to discuss. I received 20 contributions from students, including this:

> *It is a very Utopian idea that you have that people should be encouraged to think for themselves. I do not think it is a good idea because that would be the end of society as we know it.*

Perhaps he was right. Perhaps it is Utopian, yet to what extent is education a Utopian ideal and to what extent is it possible for schools, as we know them to realise the aims of education, as proposed by Alfred North Whitehead literally a century ago?

Whether putting the genius of education back in the bottle or reconfiguring the receptacle itself is the challenge for the present and future. The most powerful of Whitehead's ' inert ideas' is the nature of 'convention' – '*the way in which something is usually done within a particular area or activity*.' The three key elements of the definition, which summarise the dilemma – 'usually done', 'particular area' and 'activity'.

The nature of activity, lying at the heart of the issue, is defined in large measure by the power of place ('particular area'), a behaviour setting to which we have been conditioned from childhood. By the time we first walk into school we have learned, or will shortly learn, that the place called school carries within it the authority of what's worth knowing, doing and feeling.

This may be read as a counsel of despair or as the entry point for professional dialogue as to the nature of learning experiences, not only of children, but of teachers. Andreas Schleicher argued at the Education Summit in New York that, 'it is through grappling with

complex ways of thinking, ways of working and forms of reciprocal accountability that define the future of schooling and the role of teachers as informed and critical knowledge workers.'

This implies confronting the 'dilemma space', in Charles Hampden Turner's words, between the rock and the whirlpool, between the rock values – reliability, conformity, comparative performance, and the whirlpool values of choice, diversity, spontaneity, and professional autonomy.

Yet, confronting the dilemma space is what we do – as academics, critics, experts and lateral thinking think-tank thinkers. Yet, it seems, the more we engage in these highly stimulating and engaging discourses, the further away we seem to be from the reality and inertia of schooling and the performativity politics which progressively constrain professional discretion and lateral accountability.

In this fourth annual seminar, looking back, what has changed:

- in international networking and deeper understanding of pedagogy, leadership and systemic improvement?
- in our own thinking and intelligence (in both senses of the word)?
- in the world of schools and classrooms?
- in the lives, priorities and professional fulfilment of teachers?
- in the life of senior school leaders (headteachers and senior leadership teams)?
- in the lives of children and young people?
- in neighbourhoods, communities and school 'catchments'?
- in our hopes and optimism for the future?

What have we learned? What have we still to learn? And what have we still to do in respect of:

- the complex relationships between global targets, on the one hand, and on-the-ground decision-making, policies, and practice on the other?
- the state of development of cross-system and international networking and communities of practice of teachers, and the uses of international knowledge bases and research?
- the role of teacher unions and how that role relates to contemporary and 'political' understandings of professionalism?

- innovating learning environments as a set of strategies for making teaching more attractive as a profession to join and stay in, and how to engender more collaborative professionalism?
- the nature of teacher education in different systems and regions and how that might address new sustainable development goals?

And how will our answers to these questions make a difference?

Anthony Mackay
Moderator - Annual International Summit on the Teaching Profession (ISTP)

Collaboration, context and community

To facilitate this approach, school leaders free up time in the daily lives of teachers for collaborative learning; to create leadership roles for expert teachers who both develop other teachers and lead school improvement teams; to recognise and reward the development of teacher expertise; and to enable teachers to share responsibility for their own professional training and that of their peers.

In surfacing 'local knowledge' from these high performing systems, the importance of the 'learning system' emerges as dominant, and the significance of connection to community, honouring of 'indigenous' knowledge and wisdom, and respectful relationships to people and environment, all feature.

The policy implications from international benchmarking appear compelling. However, we are all acutely aware of the challenges of adapting, spreading and diffusing highly effective leadership practices from significantly different contexts.

This challenge is brought into sharp relief and magnified when considering the diversity of learning systems across developed and developing geographies. What can we identify as clear and potentially common policy messages for leadership of schools across cultures with some degree of confidence and appropriate degrees of adaptation? How can we meaningfully apply our knowledge and understanding of collaborative professional learning in the service of the 2030 Agenda for Sustainable Development?

Hugh McLean
Open Society Foundations

Thinking about Teachers, Teaching and the 2030 Agenda for Sustainable Development: Preparatory thoughts for the 2016 Cambridge Seminar

This year's Cambridge Seminar invites us to consider actions and reactions to the Framework for Action on SDG Goal 4, the role of teachers and teaching, and the spaces for collaboration around meeting the ambitious agenda the global community has set out for 2030. Dramatic recent global events and wider ongoing globalisation trends[1], however, will fundamentally affect our ability to meet the global targets under Goal 4. This preparatory note briefly explores three intersections with these wider trends that are relevant for education: influences on teacher professionialism, activism against high-stakes testing and data for teaching and monitoring.

In his new blog, The Professional Ethicist[2], Howard Gardner explains how all professions, perhaps also our idea of professionalism, are affected by two of these wider trends: the hegemony of market logics and the digital revolution. Gardner argues for harnessing professional ethics to ensure that digital innovation and marketisation serve to build, rather than destroy, professions. Education International is at the forefront of struggles to defend and strengthen the teaching profession and public education in the face of such trends. The organised teachers' movement increasingly understands that its fight is not primarily about working conditions and pay; it is rather about ethics and social inclusion in addition to improving education quality. The HertsCam Network[3], the International

[1]Contemporary global trends surely include: 1) what the IISS Armed Conflict Study 2015* describes as the "inexorable intensification of violence", the World Bank estimates that 1.2 billion people are affected by violence or insecurity; 2) hugely unequal and largely unaccountable global concentrations of wealth and power; 3) the marketisation of social services and the privatisation of commonly shared public goods; 4) vast population displacements resulting from conflicts, economic insecurity and climate change; 5) assertions of narrow national, religious and ethnic identities that threaten to redraw global geopolitics; 6) the digital revolution, the potential of technology and the rise of big data; and 7) the nature and scope of surveillance and the securitisation of the state. * https://www.iiss.org/en/Topics/armed-conflict-survey/armed-conflict-survey-2015-46e5

[2]http://www.thegoodproject.org/is-there-a-future-for-the-professions-an-interim-verdict/

[3]http://www.hertscam.org.uk/

Teachers' Leadership Project[4] and the Centre for Teaching Quality[5], which are known to many participants at this seminar, are all examples of teacher-led efforts to transform education systems and build commonly shared aspirations around education. They emphasise the agency of teachers in shaping agendas for reform and building public commitment to public education systems and the teaching profession.

The increasing global policy preference for high-stakes testing provides important loci for activism and mobilisation. Teachers' actions to oppose high-stakes tests and test-driven reforms have shown potential to draw pupils and parents into movements that demand more transformative pedagogies. In the UK, the NUT recently voted to escalate its campaign against testing and boycotts are likely in 2017.[6] The boycott of the Measure of Academic Progress test at Garfield High in Seattle in 2013, won strong support from parents and pupils[7] and has since grown into a social movement promoting the opting-out from high-stakes tests. This activism directly takes on the corporate interests behind high-stakes testing, pointing out that such tests discriminate against children of colour and that poverty and marginalization are often products of public policy[8].

PISA for Development is likely to become more significant in discussions about progress toward meeting targets under Goal 4 and on how to improve education systems in developing countries. OECD research has shown how such 'Big Data' can be put to work to strengthen the work of education systems to deliver both quality and equity. Most teachers would agree that tests provide part of the feedback they need for monitoring progress and targeting support for individual students, this is more correctly termed 'Small Data', the data teachers can most readily use. 'Big Data' provides crucial information for policy. Effective policy requires the interpretations and intuitions that teachers glean from 'Small Data', which reflects the specialist knowledge they must bring to national efforts to meet Goal 4[9].

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[4] http://www.teacherleadership.org.uk/the-itl-initiative.html

[5] http://www.teachingquality.org/blogs/BarnettBerry

[6] http://www.theguardian.com/education/2016/mar/27/teachers-union-nut-threatens-boycott-of-new-primary-school-tests

[7] Jesse Hagopian *"More than a Score, The New Uprising Against High-Stakes Testing"*
http://iamaneducator.com/

[8] Hagopian's TEDx talk: https://www.youtube.com/watch?v=gL64chNiuJQ

[9] Martin Lindstrom: *"Small Data: The Tiny Clues That Uncover Huge Trends"*
http://knowledge.wharton.upenn.edu/article/small-data-new-big-data/

This leaves me with three broad questions I'll be thinking about at the seminar:

1. Do the targets associated with Goal 4 adequately address long-standing commitments in the education field, such as building the teaching profession, strengthening teacher leadership, ensuring education systems are fully inclusive or furthering the right to education?
2. Can a strong global campaign to strengthen teaching and teacher-agency provide a foundation for making progress on all other targets linked to Goal 4?
3. How do we ensure the best use of data and technology to further a progressive and socially transformative agenda in education policy and pedagogy?

Colleen McLaughlin
University of Cambridge Faculty of Education

Response to the statements and the conference theme

This response is written as a late entrant to the seminar/conference and is a personal reflection rather than an informed statement such as the ones I have just read. My concern is the different realities in which teachers live and the different debates and issues raised therefore. The research and development on teacher learning and teacher development is largely in rich or middle-income countries and we seem to have developed a well-informed understanding of many of the issues around teacher development and teacher learning. We are caught in our critical debates around measurement, the pressures of the GERM and the application of research on education, as well as developing sophisticated, research-based models of teacher learning and development. This has moved on greatly in recent years.

I am struck by the challenge of addressing the gap between the issues for teachers in one setting and the issues for teachers living in chaotic settings, such as the one I have just visited, where governance is struggling and the basic conditions for being a functioning teacher are very limited, where the reality of development is based around the individual agendas of NGOs and development agencies. The lived realities of the pupils and teachers are clearly highly different. These are issues of power, representation and voice. The questions raised for me were about how we transfer our knowledge, research and development across. How do we bring the voices of all teachers into debates about what is needed? How do we develop models of working that enable us to start a dialogue between the different settings? It seems to me that there is a need for similar development and research on models of teacher development and learning in different contexts, contexts, which are highly challenging. I am not implying that there is not research on teachers or teaching, for there is great deal of highly valued research (see references), but I am arguing for a particular form of applied research and development, which has been undertaken in more developed settings in the last twenty years, to great effect. David Frost has written about his efforts to develop this through models of teacher leadership. I am arguing for a different emphasis and focus and mode of research and development and that it should be this - development and research.

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Grzegorz Mazurkiewicz
Jagiellonian University, Poland

Citizens for sustainable development

The most important result of a teachers' work is a student who learns. However, there are numerous understandings of the concept of learning, as well as numerous understandings of its aims. The context of the human life and education has changed dramatically in the 21st century, so it is impossible to think about teaching without bringing up critical issues like EU destabilization, political extremism, increasing number of refugees, lack of solidarity and tolerance, global warming, threat of economy crisis and more. One of the rational reactions is to raise the level of our readiness for what will come. Unfortunately, we do not know the future. We know, however, that education may be a mechanism for development and social change, when designed in the way that strengthen, contextually understood, quality and equity for all. We need more complex design that will allow flexibility, decreased hierarchy, and change in structures, organizational climate and linear organization of work.

Learning is an active socially constructed process situated in a broad socio-economic and historical context and is mediated by local cultural practices and perspectives, taking place not only in school, but also in multiple places, such as homes and communities (MacBeath 2012). But how to be a teacher in a situation which is lacking stable points of orientation and is characterized by increasing expectations from the outside world (authorities, employers, parents, and others) influenced by unrealistic aims and out-dated beliefs for example, about the economy or school-labour market relations? I believe that we need to find a balance in a discourse about teachers' professionalism that will allow the inclusion of the concept of a teacher as a citizen, a member of civil society, who is using the professional competencies, not for answering the bureaucratic expectations, but for an independent search of the meaning and construction of a reality with responsibility and solidarity between all students. Teachers need to be citizens of the world who share responsibility for it with all their co-citizens, and interpret the experience of life in order to build a safe environment for everyone and who do it in the name of democracy, not of competition.

The concept of citizenship seems old fashioned. Citizenship publicly exists rather as a narrow concept of belonging to a specific group defined by state borders and is more important for those who are excluded and make an effort to join that particular community. I would postulate that teachers might be trendsetters for revitalizing the idea of a citizen, who is responsible, interested in what is going around, active, involved, critical, but not negative, creative, but with an understanding of the context and abilities. Teachers in search of professional perfection need to stop and reflect on the idea of citizenship in school.

It is difficult to talk about 'the reform'. We are bored to death by waves of the reforms focusing on change in schools but only on the surface, impacting only structures which is never the essence of the education process — beliefs, attitudes, convictions. Teachers and citizens of civil society do not have to suffer the agony of constant bureaucratic reforms, because being a citizen means being actively involved in improving the current situation. Change is embedded in action and everyday life, because it is an integral part of a responsible self-organised civil society. Teacher-citizens are not sense seekers operating on social order, but sense constructers operating because of their inner conviction. So we do not need another democratic school reform, we need democracy, which will never exist without citizens.

Mary Metcalfe
Open Society Foundations and Wits School of Governance

Teachers: key drivers of the 2030 agenda for sustainable development

We have been asked to address three questions:

1. The opportunities and challenges presented in the Framework for Action: Education 2030 (Published November 2015) for teacher policy and the teaching profession

The 2030 Framework for Action asserts several principles that are critical for teachers and their work. For me, the most important of these commitments are:

- **Education is a Right and a State responsibility**: Education is a fundamental human (and enabling) right and a public good, for which 'the State is the duty bearer'
- **Teaching as Professional Work**: Pupils must be 'taught by well-qualified, adequately paid and motivated teachers'; and there must be a 'professional development continuum that supports teachers' own learning and improvement throughout their careers'. Both of these statements are an important qualification to Target 4.c: 'By 2030, increase by x% the supply of qualified teachers'
- **Teachers are policy development and implementation partners**: The need to 'Set up or strengthen mechanisms for institutionalized social dialogue with teachers and their representative organizations, ensuring their full participation in the development, implementation, monitoring and evaluation of education policy' and the recognition that 'Teachers, and their organizations, are crucial partners in their own right and should be engaged at all stages of policymaking, planning and implementation'.

These three commitments provide the architecture for access, quality, and for the expertise and experience of teachers to influence education policy. The rights agenda is particularly important, given the growing movement to see education as a consumer-right, rather than a citizen-right and to diminish the responsibility of the state. The prominent role given to teachers is key. They best understand under what conditions policy to advance access, quality and equity can be implemented successfully. For policies to succeed, teachers must be persuaded through participation that these are right, necessary and implementable in their schools and classrooms.

3. Statements – Cambridge 2016 Seminar.
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2. The role of teachers and teaching in achievement of the education targets in Goal 4, but also in relation to the other Sustainable Development Goals

The role of teachers in achieving the goals is both in their classrooms and schools, where they pursue an enabling education for every child, and in their collective professional actions that pursue the optimum conditions in which to achieve an enabling education for all children on an equitable basis. Improving quality of teaching is driven by expanding opportunities for **meaningful professional development**, and **improved conditions** for effective teaching. An effective organised profession provides meaningful opportunities to fuel agency in both areas.

3. The necessary partnerships and priority actions for making early progress towards education targets in the next three years

The SDGs are a high-level statement that will only have meaning at country level if civil society, and teachers in particular, seize the promise of these words and mobilise for them to be systematically operationalized in country-level (or sub-level) policy statements, regulatory frameworks and budget commitments. This requires governments to undertake inclusive policy development processes that are open and participatory, and which citizens can influence. The real work lies ahead at country level, for it is here that policy commitments are made, strong institutions need to be sustained to deliver these commitments, and citizens must be vigilant to ensure that the promises are kept. Vigilance requires open communication and measures against success can be reported.

Darren Northcott
National Official (Education), NASUWT

Thinking about Teachers, Teaching and the 2030 Agenda

The NASUWT shares the ambition for education set out in the Sustainable Development Goal (SDG4). The Union is clear that realisation of SDG4 must be based on a recognition of education as a public good and human right. This conceptualisation of education is reflected in important, international legal frameworks, including the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the United Nations Convention on the Rights of the Child.

The purpose of education seen through the prism of human rights is to empower and equip individuals to make the most of their talents and potential. Education's status as a public good means that it serves critical economic, social, cultural, democratic and civic purposes. An understanding of the human rights and public good purposes of education emphasises the importance of effective policy to maintain and further enhance the ability of the education system to secure these purposes in practice. To support the ability of the education system to fulfil its fundamental purposes, it is important that policy is based on a broad conceptualisation of education. This includes recognition of the economic benefits of education for individuals and society, as well as acknowledgement of its wider social, cultural, civic and democratic objectives.

The NASUWT is clear that the human rights and public good dimensions of education, and hence, SDG4, can only be secured when teachers are given the time, resources and scope to make the fullest possible use of their professional talents, knowledge and expertise. An education system that does not give practical effect to this core guiding principle cannot expect to provide pupils with the full range of high-quality learning experiences to which they are entitled. Respect for the professionalism of teachers is a hallmark of an education system that is genuinely committed to raising standards and extending educational opportunities for all children and young people.

Governments must therefore demonstrate their commitment to teachers in words and deeds and by conferring professional rights on them, which affirm their professional status and which are guaranteed across all public education settings.

Critically, public policy constituted on this basis will reflect an understanding of teaching as a complex, multifaceted professional activity, which is, simultaneously, an art, a science and a craft. The art of teaching is about being responsive and creative and about developing intuitive capabilities. The science of teaching is about using research and other forms of evidence to inform decisions about how to teach. The craft of teaching is about mastering the full range of skills and practices needed by teachers to discharge their professional responsibilities effectively. The NASUWT believes that this broader vision of teaching is central to understanding its status as a profession. Conceptualisations of teacher professionalism that fail to reflect these considerations fully cannot be regarded as a coherent and credible basis upon which to establish an effective national strategy for the teacher workforce.

George K.T. Oduro (PhD)
University of Cape Coast, Ghana

'We were trained to pass exams so we teach children to pass exams': rethinking pre-service teacher education delivery in Ghana.

The pivotal role of the teacher in advancing goals of educational systems is globally recognised. A plethora of literature articulates clearly that the teacher is a key factor that propels educational systems towards developing the requisite manpower for accelerating national development. The teacher is indeed at the centre of discourses surrounding education and the strengthening of sectors of a nation's economy, including the agricultural sector, health sector, and the security sector. In Ghana, the indispensable role of the teacher is echoed in maxims, such as ‘if you can read this, thank a teacher’; ‘the teacher – backbone of national development’; ‘all professionals are important but the teacher makes them all’. Undeniably, without a professionally-qualified and committed teacher, schools can hardly achieve their primary purpose of facilitating student learning.

In recognition of the indispensable role played by the teacher, successive governments in Ghana, with the support of development partners, have invested and continue to invest heavily in pre-service teacher education. The country has 38 public Colleges of Education and three education-related universities that prepare teachers to teach. Teachers are also trained through distance education programmes. We cannot therefore talk about strategies for achieving the Sustainable Development Goals (SDGs) without making reference to the teacher. Thus, the teacher becomes a major factor in the strategies for achieving targets of the SDGs. Indeed, it all starts with the teacher, but is it any calibre of a teacher? In this paper, I respond to the question by reflecting critically on the expression: 'We were trained to pass exams so we teach children to pass exams', which characterised the responses from some kindergarten teachers who participated in a DfID-sponsored study that examined the extent to which teachers use Activity Learning Based (ALB) techniques in Ghanaian classrooms.

I raise questions as to whether Ghanaian teachers whose orientation are highly skewed towards teaching children to pass examinations can positively impact on the targets of Goal 4 of the SDGs which largely seeks to ensure quality education for all. I analyse the nature of teaching techniques used by trainers of teachers in five of the 38 colleges of education in Ghana. Based on the analysis, I argue that unless Ghana's Ministry of

Education (MoE) ensures that tutors in our colleges of education move beyond examination-focused and content-oriented approaches to a learning-focused and pedagogy-oriented teacher training approaches, achieving the 2030 targets of the SDGs will be a challenging venture, because 'IT ALL STARTS WITH THE TEACHER'.

Daniel Pop
Open Society Foundations

Teacher status under conditions of irregular conflict driven migration

We have been asked to address three questions:

1. **The opportunities and challenges presented in the Framework for Action: Education 2030 (Published November 2015) for teacher policy and the teaching profession**

One critical feature of this new period regards the way in which both regular and irregular transnational teacher mobility will be regulated. This is relevant, given the increasing need to manage the rising mismatch between the evolution of student body and its diversifying characteristics and that of qualified teachers, as well as forced or voluntary large scale population moves that are likely to disrupt the access to education. One telling example is the conundrum created by emergency situations. In the *EiE Crisis Spotlight: Syria*[*] the International Network for Education in Emergencies reports a halving of school enrolment rates in Syria, from a nearly 100% to around 50%, but with locations like Aleppo dropping to meagre 6%. The report also estimates that some 52,000 teachers, 20% of teacher staff and school counsellors, have left the system, many of them becoming refugees scattered across the region and Europe primarily. Generally, refugee teachers are unable to resume teaching or go unpaid to their work, due to limitation in the recognition of teacher professional qualifications in their host countries. Still, the recognition of refugee teachers' professional qualifications and enrolment into the formal educational system could become one critical instrument in facilitating the education inclusion efforts across Europe. For instance, in September 2015, federal minister of education Johanna Wanka has announced the "Prototyping Transfer" project, which has aimed to further simplify the Anerkennungsgesetz des Bundes (The Federal Recognition Act) in Germany. This might become a fast-track access, among others, for refugee teachers to the labour market and thus directly contribute the improved school inclusion outcomes.

2. **The role of teachers and teaching in achievement of the education targets in Goal 4, but also in relation to the other Sustainable Development Goals**

[*] http://www.ineesite.org/en/crisis-spotlights/syria

Most refugee or IDP background pupils have had minimal or significantly disrupted formal education prior to their arrival in the new country; all have experienced trauma. Parents, teachers and pupils in host countries hear repeatedly about the supposed security, health and welfare system 'threats' posed by refugees. Poor political leadership and increasingly active agitation by right-wing organisations and politicians threaten to make inclusion efforts untenable at community and school levels. Without adequate support, schools will replicate existing divisions and hostile reactions. Therefore, beyond simple enrolment rate statistics the 'success' or 'failure' of an effective education inclusion response will depend on the extent to which refugee and asylum-seeker children end up in lower quality or high concentration 'immigrant schools' rather than mainstream education. Whatever the local context, tailored support for the efforts of teachers and schools to address the additional demands on teaching and the school community is essential. There is compelling evidence that simply assigning refugee and asylum-seeker children to schools without proper support, which includes active engagement with local school communities, will lead to low educational outcomes for all children. The task, thus, is to foster an educational process that is built on the principles of democratic participation and human rights focused on both the involvement of all learners in the everyday life of schools and families in the broader community. An approach that democratises school governance and strengthens accountability to local communities will depend significantly on the relationships teachers are able to build and will have to be fully sanctioned by schools and supported by education policy. Teachers will need to handle increased diversity in their classrooms, respond to differences in skills and orientations, as well as parents' expectations and community aspirations, they play a crucial social function and at the frontline of immigration policy.

3. The necessary partnerships and priority actions for making early progress towards education targets in the next three years

Beyond the urgent humanitarian needs, the longer term failure to meet human rights obligations to articulate and deliver effective inclusion in education is likely to replicate and widen gaps in educational outcomes between children of immigrant backgrounds and their native peers. Lower educational outcomes negatively impact social and economic inclusion and integration and risking increased vulnerability to marginalisation and radicalisation. Similarly, the limited success in retaining teacher competences and skills during irregular migratory disruptions deprive most in need of an educational system from its most needed resource during post-conflict reconstruction, i.e. teachers.

What would be needed in this sense, is an international framework for the recognition of teacher professional qualifications in their host countries that is both the condition for delivery quality education during displacement, but also a precondition for the acceleration of post-conflict education reconstruction.

Hanan Ramahi
University of Cambridge Faculty of Education

An educational discourse that celebrates teaching and teachers

'Quality education,' the fourth 2030 Sustainable Development Goal (SDG), is key to facilitating the achievement of the remaining 16 Goals. Within education, the teaching force is fundamental and arguably the most influential constituent. Hence, quality teaching becomes instrumental to the fulfilment of the SDGs and more. This is highly significant and deserves serious consideration and action by key stakeholders. One outcome should be the establishment of a policy that improves teachers' preparation, development, environment and remuneration. Sadly, however, this has not been happening. Instead, the condition and status of teachers continue to decline depending on socio-economic factors and national setting. Teachers are becoming increasingly disaffected and disempowered by educational systems that adopt foreign policies and emphasise national and international assessment measures over locally relevant needs and indicators. This needs to change and now.

As an educational practitioner, researcher and school founder in Palestine, I am committed to reinstating the value of teachers to society as professionals and co-shapers of future generations. I underscore 're-instate', because there was a time, no more than two generations ago, when teachers enjoyed a better social standing. With the days of teachers' monopoly over and knowledge acquisition long gone, it is safe to assume that restoring teacher status can only advance the teaching profession. In fact, it may be one of the safeguards against teachers' mounting feeling of irrelevance in a world where technological advancement has reversed the roles of teacher and learner. Thus, I invite all key stakeholders to redirect the current discourse on teachers and teaching from a negative one to an affirming, supportive one that celebrates the tremendous effort that goes into the lifeworld of a teacher. A new narrative needs to be advanced that acknowledges the importance and value of teachers to the development and growth of children, youth and future generations – the whole of society. This is a call that can be heeded transnationally, across cultures and in all educational systems.

I am not suggesting mere sloganistic teacher-centred propaganda. Rather, I am calling for an agenda that is genuinely committed to teachers' rights and role in school and system-level educational reform, and to initiatives that demonstrate such impact. A case in

3. Statements – Cambridge 2016 Seminar.
This version incorporates all statements received as of 09/05/2016.

point is the UK-based HertsCam Network, a growing and thriving model for developing teacher leadership as a means for school improvement and innovative teaching practices (www.hertscam.org.uk). I was able to adapt HertsCam's context-friendly approach and set of tools to my school in Ramallah, where my teacher leadership programme continues to operate. In the Palestinian context, the model facilitates emancipatory learning and improved teaching practices, features that are not so common in developing countries or arguably developed ones. Teachers' enhanced sense of agency and self-efficacy, and collaboration are among the programme's evident outcomes and underscore its potential for capacity-building.

Ultimately, it is teachers who mediate policy. The extent of their morale as professionals and self-worth as contributors to society will influence the quality of teaching and mentoring that they provide our children and youth. Do we really still want to be posing this basic matter, fifteen years from now during the next UN-sponsored sustainable development goals?

Ricardo Sabates
University of Cambridge Faculty of Education

A short response to the focus of seminar

The 2030 Sustainable Development Goals (SDG) for education encompasses a broader, more ambitious agenda for education than the previous Millennium Development Goals. With a focus on equity and lifelong learning, the goals of the SDG incorporate not only aspects of access, but quality of education and meaningful learning. The SDG move beyond the provision of basic education and incorporate youth skills, higher education, and lifelong learning as part of the goals to be achieved. Teachers are at the heart of the transformation and need to play a central role if any progress is to be made in any of the areas highlighted by the SDG. In this respect, I would like to make three points in response of the role that teachers and teaching will have to play for the 2030 SDGs.

First, the focus has to be on inequalities within countries and therefore on country-specific agendas to strategically deal with the root causes of inequalities. We know that many countries have reached gender equality in education, but not all. Even countries that have dealt with gender inequalities are still lagging behind in terms of social or economic inequalities in education. There are inequalities between schools in terms of resources and provision. Recognition of the root causes of inequalities within countries is important to support more equitable access and quality of education is provided for children who remain still excluded from accessing meaningful learning.

Secondly, inequalities are compounded by multiple disadvantages and, therefore, education cannot work in isolation. In as much as teachers make a difference, they may not be able to deal with irreversible developmental deficiencies suffered before children attend school. In as much as teachers are motivating and inspiring, they will not be able to reduce absenteeism due to ill health. For teachers to be able to make a difference, the SDG have to be seen holistically and therefore long-term inter-sectorial approaches are required to tackle multiple forms of disadvantage. The WHO has emphasised the need to start support early in life to those in a position of relative disadvantage if health inequalities are to be reduced. Reducing early health inequalities are likely to reduce developmental gaps in early childhood, which are likely to narrow educational gaps at the start of formal schooling.

3. Statements – Cambridge 2016 Seminar.
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Finally, acknowledging that education is a complex phenomenon and understanding how to deal with the growing inequalities that exist within countries requires a social justice agenda. Inequalities between schools in terms of human, physical and economic resources are as large as inequalities in educational outcomes in many nations. Only if poor children are given the opportunities to learn at least at the same, if not a as faster, rate than richer children, one can start predicting reductions in educational inequalities.

Ingrid Sánchez-Tapia
Regional Education Specialist, UNICEF-LACRO

Teachers and Teaching in the context of achieving Goal 4 of the 2030 Agenda for Sustainable Development: Towards Inclusive and equitable quality education and lifelong learning for all

Ensuring an inclusive and equitable quality education and promoting lifelong learning opportunities for all constitutes a major challenge in Latin America and the Caribbean (LAC), as this region has made tremendous improvements in terms of access and enrolment in primary education, but the access to free education for adolescents (secondary education) and quality education for all remain as areas of great inequity. Children and adolescents who are part of ethnic minority groups, those living in poverty, in communities afflicted by violence, and in rural areas, or those with different abilities are the ones most excluded from the public education systems in the region. Moreover, teachers working in schools serving these populations often have limited access to professional development that supports them in meeting the learning needs of their students, finding themselves constrained by rigid systems that were not designed to ensure the right to education for the communities they serve.

These issues become intensified in the transition between primary and secondary education, since content knowledge becomes more complex and the pedagogical tools to support the socio-emotional development of adolescents become more sophisticated. Lower secondary education for many adolescents in LAC becomes a time when they are no longer taught in their heritage language, have to travel long distances to go to school, have to face pervasive gender stereotypes leading to gender-based violence in schools, boys may face pressures to join gangs and armed groups, and adolescents with different abilities may not find appropriate supports to continue learning. All these pressures, added to a perceived lack of relevance of what is taught at school, have increased attrition at the lower secondary level in LAC. Currently, 9.1 million adolescents are out of school and at risk of dropping out in LAC, making it difficult to move closer to achieving the goal of an inclusive and equitable quality education for all.

Against this backdrop, in UNICEF LACRO we advocate for re-envisioning traditional secondary education systems and start thinking of an education for adolescents that is contextualized to their lives and goals. This implies educating new teachers who see

quality education not as a privilege, but as a fundamental right, perceiving their role not as gate -keepers but as knowledge brokers. These principles can become the foundation for more flexible education systems that privilege adolescents' funds of knowledge and what they are able to achieve, rather than attendance and scores in standardized tests.

One way to move closer to an inclusive and equitable quality education for all in LAC is including a human rights perspective in teacher education programs, so that they become increasingly aware of their role as guarantors of their students' right to education. The Goal 4 also calls for Universities and Governments to invest in flexibilizing educational systems and in supporting teachers to develop their pedagogical content knowledge in close connection to a human rights perspective that translates in quality and inclusive education for all, providing the most supports for those teachers who serve the most excluded children and adolescents.

Professor Dennis Shirley
Editor-in-Chief, Journal of Educational Change
Lynch School of Education, Boston College

Ascending the Summits of the Teaching Profession

For its sixth consecutive annual conference, the International Summit on the Teaching Profession will convene in Berlin on March 3-4. It should be a sparkling triumph for the German hosts. Just a little over a quarter century since re-unification, Germany is now the most admired country in the world. (1) When it comes to environmental sustainability, economic prowess, and hospitality to refugees, Germany far outranks most nations. (2) Germany has not aimed to "Race to the Top," but instead has used strategies without a trace of nationalism. (3) To top it off, just-released surveys show that Germans are happy, non-materialistic, and find meaning and fulfilment in their work. (4)

Seventy years ago Germany stood in ashes at the end of the Second World War. My grandfather, also named Dennis Shirley, fought in 10 campaigns against the Germans. But it's not my grandfather's Germany any longer. A peaceful, democratic, and increasingly multicultural society provides ideas for others on how to ascend the peaks of educational change that stand before us.

When results were first posted from the Program of International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD) 15 years ago, Germany was below average in the three areas of mathematics, reading, and science. Since then Germany is one of the few nations that has shown steady and continuous improvements. It has done this while incorporating 5 new states from relatively impoverished East Germany and transforming itself into a cosmopolitan hub in which one of out of every seven people was born outside of Germany.

Along with Finland, Canada, and Singapore, Germany provides a counter-narrative to the Global Education Reform Movement or GERM. (5) As described by Pasi Sahlberg, the GERM has emphasized markets, accountability, testing, and privatization in educational change. (6) The leading nations of the GERM have been England, Sweden, and the US. How do their results compare to Germany's PIS A scores? The tables below provide a summary of the evidence. (7)

3. Statements – Cambridge 2016 Seminar.
This version incorporates all statements received as of 09/05/2016.

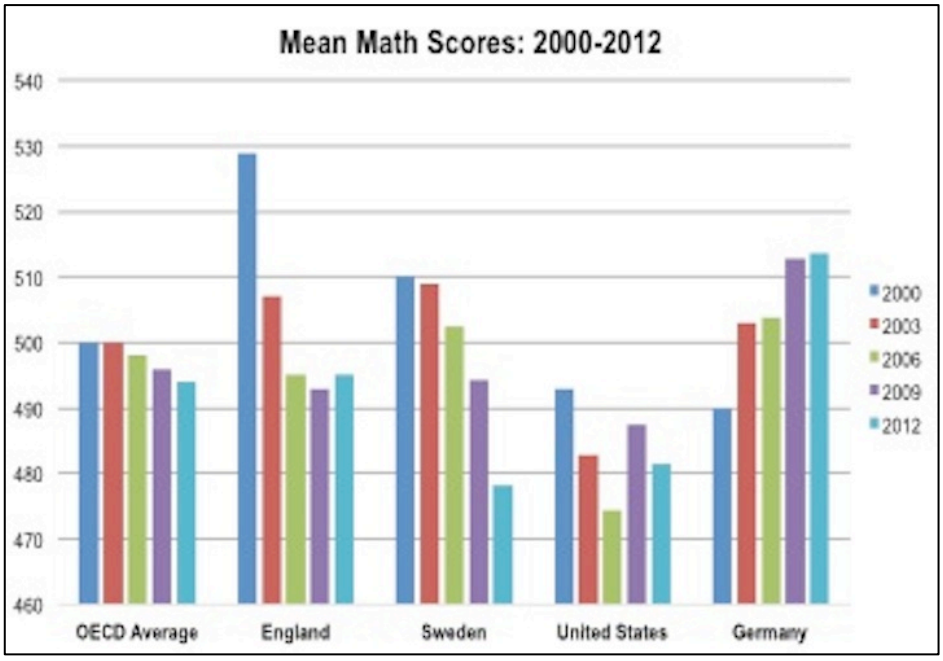

Figure 1. PISA Math Scores for the OECD, England, Sweden, the US and Germany 2000-2012

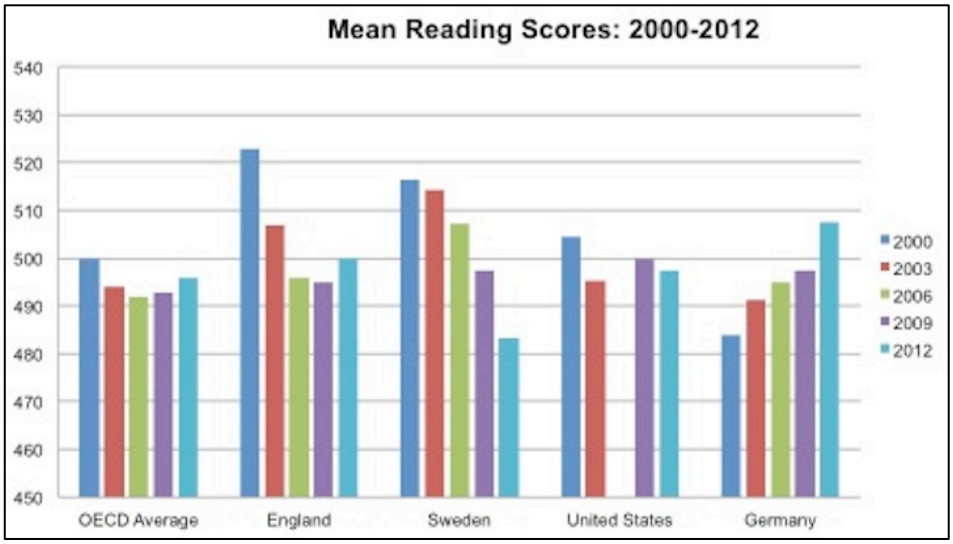

Figure 2. PISA Reading Scores for the OECD, England, Sweden, the US and Germany 2000-2012. PISA 2006 results for the US are not available due to sampling errors.

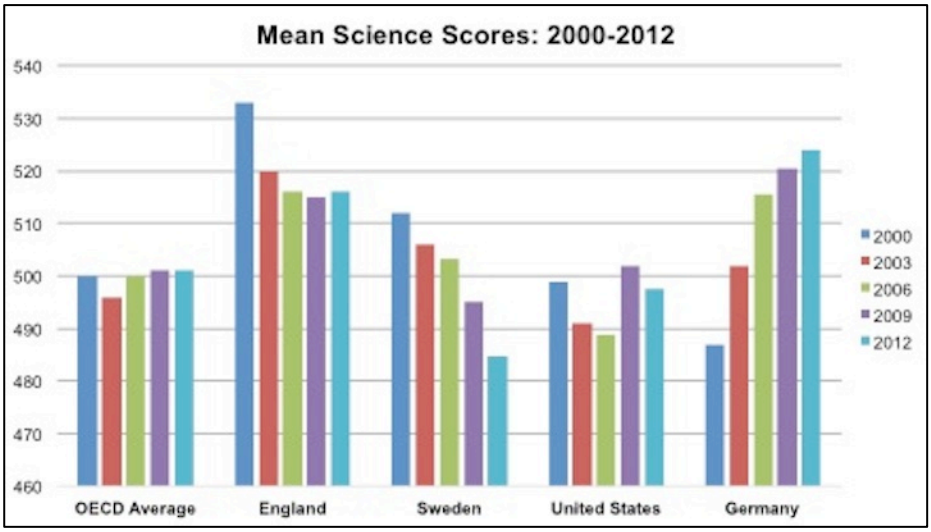

Figure 3. PISA Science Scores for England, Sweden, the US and Germany 2000-2012

In the 3 areas of mathematics, reading, and science the results for England, Sweden, and the US have either declined, in some cases dramatically, or failed to improve. In these nations the public school system has been or is being dismantled. Policies drawn from neoclassical economists have promoted different kinds of semi-privatized systems competing with one another. Academies (in England), free schools (Sweden), and charter schools (the US) now are favoured recipients of government largesse and private donations. Teacher education and schools in general are becoming more disconnected from universities, so that the linkage between research and practice is weakened. Government "devolves." Its role becomes more about doling out taxpayers' money to service providers, some of whom are for-profit businesses, and then testing students for purposes of accountability. Ultimately, the ability of governments to directly improve schooling is limited. In such contexts of pervasive rivalry it is impossible to have an education system with mutually supportive components.

In terms of political clout, the biggest losers from these policies in England, Sweden, and the US have been democratically elected public authorities, teacher unions, and universities. In terms of learning, it's the students who have suffered most. This is not always evident to the public because in some cases academies, free schools, or charters, have garnered impressive results in England, Sweden, and the US respectively. But these have been pockets of excellence. You can't create an education sector where the whole is better than the sum of its parts, because the GERM ensemble of change policies makes it

so difficult for the parts to help one another to get better.

What has Germany done to improve its results by comparison?

Mindful of the twin catastrophes of Nazism and communism in the twentieth century, Germans have chosen not to compromise democratic governance of their public schools and their authorities. There has been no frontal assault on public education the way that there has been in England, Sweden, and the US. Nor have Germans severed the ties between universities and schools. German teacher education programs universally require a full two years of teaching internship, longer than anywhere else in the world. German educators are highly educated civil servants, famous for incorruptibility. When Germans have tinkered with alternative routes into teaching, such as their analogue to "Teach for America" entitled "Teach First Germany," graduates are only placed in classrooms as teachers' aides, not as teachers of record.

In the wake of the first poor PISA showing, the German government responded by plowing millions of new euros into teachers' professional development. Before the Common Core in the US, Germany's "Cultural Ministers' Council" established standards that cut across all 16 of the German states. It did not, however, build up a massive testing regime that would cut out creativity, physical education, and the arts in the name of accountability. The profession maintained control of the curriculum. As a result, students are only tested on national examinations at grades 3 and 8, and only in German, mathematics, or both. Schools' testing results are not posted prominently in the local newspapers. A mantra of "transparency" is not used as a rationale to humiliate teachers with low results who work in the most challenging schools.

Civil society organizations have played positive roles in picking up the tempo of school improvement in Germany. The German School Academy sponsors annual competitions among schools on indicators related to diversity, student leadership, and cooperative skills that go far beyond test score results. (8) The "One Square Kilometer of Education" initiative, which started in Berlin and has spanned out across the country, has similar principles to the Harlem Children's Zone in the US, but works only with traditional public schools, since there is no German equivalent to charters. (9)

Germans will assure you that their system is far from perfect. In an anachronistic retention of nineteenth century traditions, students are tracked at a very young age. The classical *Gymanasia* that prepares students for university recently cut back their offerings by 1 year

to bring them into alignment with international norms of 12 years of schooling, but they did so without reducing the curriculum. This has created enormous stressors for students and teachers alike. Most seriously, German schools are struggling to welcome over 198,000 refugee children of school age who arrived in 2015. No one is quite sure of what the future holds. This is a country, on a continent, in the midst of change.

All of this dynamism will make for a Summit in Berlin with enormous stakes for the future. Education International, representing 32.5 million educators from around the world, has worked with German hosts to sponsor visits to schools with large numbers of refugee children on the day before the Summit. (10) I will take part in these visits. If you would like to follow my reflections, I will be sending out twitter messages throughout the Summit.

The Summit was born of the idea that governments and professional associations need to learn from one another across nations to get better. The inspiration for the Summit was exactly right. It is incumbent upon all educators now, wherever we find ourselves, to break down the cultural barriers that separate us. We should be especially curious to learn from those nations, like Germany, who have put in place policies that have led to steady progress over time. For beyond PISA lie still other, far mightier Summits of human rights, dignity, and inclusion for all that are the real peaks of educational change.

Endnotes:

1. A survey by the BBC in 2013 indicated Germany was the most popular country in the world: http://www.bbc.com/news/world-europe-22624104. A 2014 survey by the Danish firm Anholt-Gfk found Germany was the world's favorite country: http://www.usnews.com/news/best-countries/articles/2016-01-20/germany-is-seen-as-the-no-1-country-in-the-world. A 2016 US News & World Report survey gave Germany the number 1 ranking: http://www.usnews.com/news/best-countries/articles/2016-01-20/germany-is-seen-as-the-no-1-country-in-the-world.
2. Ecowatch lists Germany as number 5 on environmental sustainability: http://ecowatch.com/2014/10/21/top-greenest-countries-in-world/. Germany has the largest economy in Europe and the world's fourth largest economy: https://www.tatsachen-ueber-deutschland.de/en/categories/business-innovation. In 2014 Germany became home to one of every five asylum seekers in the

world: http://www.fpri.org/articles/2015/05/germany-21st-century-part-iii-who-german.

3. Germans learned to distrust nationalism after the Second World War, except for what Jürgen Habermas calls a "constitutional patriotism" of shared moral responsibility. On patriotism in Germany, see http://www.dw.com/en/opinion-no-future-for-nationalism/a-17755767.
4. The Wissenschaftszentrum Berlin and the social research group infas interviews with over 3000 Germans revealing these trends. See www.zeit.de/das-vermaechntis. This was the cover story in the 18 February 2016 issue of *Die Zeit*.
5. On Finland, Canada, and Singapore, see Hargreaves, A., and Shirley, D. (2012) *The Global Fourth Way*: *The Quest for Educational Excellence* (Thousand Oakes, CA: Corwin).
6. Sahlberg, P. (2016) *Finnish Lessons 2.0* (New York: Teachers College Press).
7. 2000 data for the OCED average, Sweden, the US, and Germany are taken from the National Center for Education Statistics, *Highlights From the 2000 Program for International Student Assessment of the Program for International Student Assessment (PISA)* National Center for Education Statistics Office of Educational Research and Improvement, NCES 2002–116. (Washington, DC: US Department of Education) 4, 9.2000 data for England are taken from Gill, B., Dunn, M. & Goddard, E., *Student Achievement in England: Results in Reading, Mathematical and Scientific Literacy among 15 year olds from OECD PISA 2000 Study.* (London: Social Survey Division of the Office for National Statistics), 28, 43, 53. 2003 data for the OECD average, Sweden, the US, and Germany are taken from OECD, *Learning for Tomorrow's World—First Results from PISA 2003* (Paris: OECD, 2004), 45, 273, 281, 294. English data was not included in *Learning for Tomorrow's World* because the OECD determined that the United Kingdom did not meet its technical standards for PISA 2003. Researchers at the Southampton Statistical Sciences Research Institute have advanced a persuasive argument that the English data are trustworthy, and those numbers are reported here. See Micklewright, J. & Schnepf, S.V., *Response Bias in England in PISA 2000 and 2003*. (London: Department for Education and Skills, 2003), 56, 59. 2006 data for the OECD average, Sweden, the US, and Germany are taken from OECD, *Science Competencies for Tomorrow's World Executive Summary* (Paris: OECD), pp. 22, 47, 48, 53. English data are taken from Bradshaw, J., Sturman, L., Vappula, H., Ager, R., & Wheater, R., *Achievement of 15-Year-Olds in England: PISA 2006 National Report* (London: Department for Children, Schools, and Families), 19, 28, 33. The US did not meeting OECD technical requirements for reading in 2006. 2009 data for the OECD average,

Sweden, the US, and Germany are taken from OECD, *PISA 2009 Results: Executive Summar*y (Paris: OECD), p. 8. English data are taken from Bradshaw, J., Ager, R., Burge, B., & Wheater, R., *PISA 2009: Achievement of 15-year-olds in England* (London: National Foundation for Educational Research), 26, 29, 32. 2012 data for the OECD average, Sweden, the US, and Germany are taken from OECD, *PISA 2012 Results in Focus: What 15-year-olds Know and What They Can do with What They Know* (Paris: France), 5. English results are taken from OECD, *Country Notes, Programme for International Student Assessment (PISA) Results from PISA 2012: United Kingdom* (Paris: France), 2-3.

8. On the German School Academy, go to: http://www.bosch-stiftung.de/content/language2/html/the-german-school-academy.asp.
9. On the One Square Kilometer of Education, go to: http://www.ein-quadratkilometer-bildung.org/stiftung/english/.
10. For more information on Education International, go to: www.ei-ie.org.

These ideas will be explored more fully in my forthcoming book entitled *The New Imperatives of Educational Change: Achievement with Integrity* (New York: Routledge, 2016).

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Responding to the focus of the seminar

It is widely acknowledged that teachers are central in addressing the current global learning crisis. Indeed they are not the only mechanism but are by far the most important particularly in low and middle-income countries. Thus, focusing on teachers- how best to support them by framing effective government policies on recruitment and retention, ensuring effective opportunities for enhancing their pedagogical knowledge and practices and identifying contextually relevant enabling factors to support them (such as support staff, etc.) is timely and significant. The two issues, which I am interested in and are pertinent to the focus of the seminar are briefly outlined below:

1) Research reminds us that a major challenge faced in many countries is the availability and competence of teachers. Also important to acknowledge here is the changing role of and expectations from teachers, as a consequence of, for example, introduction of ICT and the increase in educational experimentation given the more rapid transfer of innovations from one national context to the other. The changing role of teachers is an important consideration, as it shapes teachers identities. Teacher identity is important to focus on given that the development of a positive teacher identity is crucial to developing better professionals.

2) The quality of teacher–pupil classroom interaction is widely recognized as being of central importance. In some instances, it has been recognized as the single most important factor, accounting for wide differences in outcome measures using the same curriculum materials and purportedly the same teaching methods. Therefore equipping teachers to better understand and address increasing diversity of learners in their classrooms (not just diversity as a result of socio-economic, gender and language, but also differences arising from disabilities) in the classroom is important. Here the issue is not simply about enhancing teachers' repertoire of pedagogical practices but engaging with their beliefs about learners and the potential for learning among all. Thus is not only about knowing and doing, but also believing in what one is doing.

Anna Sliwka
Institut Für Bildungswissenschaft, Ruprecht - Karls - Universität Heidelberg

Challenges in Germany

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Germany is currently facing a number of issues regarding this standard: The transformation towards inclusive education is not yet fully completed. There is still a significant number of children and youth with disabilities in separate “Sonderschulen” (special schools). Even if there is a general willingness to make inclusion work, important issues around funding and allocation of resources have not been resolved in a transparent and sustainable way. I have been propagating the allocation model applied in Canada, where by a system of “coding” certain amounts of resources come to the school with each individual student depending on his or her learning needs. The resources then go into a central budget and the school can decide on the measures to take for all students with special needs.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Germany has almost universal early childhood education for children from 3 to 6. In fact, there is a legal right to claim a place in a kindergarten for each child from age 3 to 6 and there are kindergartens available everywhere in the country in close proximity to homes. The quality of provision varies with staff-child-ratios being better in the western part of Germany.

A challenge right now is to provide places for the influx of refugee children from mostly Syria, Irak and Afghanistan. It seems, however, that the kindergarten providers are quite flexible and are using their resources well to make it work for all. Germany has learned a great deal about immigration and equity in recent years and most professionals are aware of what it takes to deal with the great challenges resulting from the influx of refugees.

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Female university students are doing very well at German universities. In fact, the majority of university students are now female and even in subjects like law and medicine there are more female than male students. Our equity problems start at the Ph.D. level. Many highly qualified women leave academia because they find it challenging to combine an academic career with having a family. Job insecurity and the need to be highly mobile and flexible make an academic career not very attractive for young women. This is very unfortunate and a real problem because women in several academic subjects get better results than male students and not making academic careers attractive for them is at odds with the idea of meritocracy.

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Vocational education is strong in Germany and youth unemployment is very low by international comparison. A recent innovation is the Vocational Gymnasium, which combine high-level academic training with elements of vocational training in specialized fields (e.g., business, medical professions, technical professions, agricultural professions). Those schools are becoming very popular because they provide access both to higher education and to the company apprenticeship system.

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Making inclusion work is still a big challenge for Germany. The political will to do so is in place across the country and across the political spectrum, but the resources are stuck in the wrong places because of our extensive system of special needs schools. The transition is currently happening but it is slow and frustrating, especially for parents. The huge influx of refugee children (300.000 new children and youth in 2015) poses huge challenges. All professionals are working very hard at the moment to make this work for the country but many issues are unresolved, e.g. learning diagnostics for students from different backgrounds and different histories of schooling.

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Germany has made significant progress in numeracy post-PISA but there is still a wide discontent with our literacy results. The group of student with low reading ability is still around 16% (PISA level 1 and below), so that more measures need to be taken.

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

School curricula in Germany strongly reflect all those values, especially environmental education and sustainability. Most schools run environmental awareness projects, such as solar panels on the school roofs, student-run companies to sell recycled notebooks and school equipment, regional produce in school cafeterias. In the state of Baden-Württemberg with a Green party head of state sustainable development is a core goal of the school curriculum and is reflected across the curriculum.

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Given the on-going transformation towards an inclusive education system, Germany faces significant challenges in making school facilities disability sensitive. Significant investments are being made but as most school buildings are quite old the process takes time and significant amounts of financial resources.

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

The German Academic Exchange Service and other organisations like the Catholic Academic Exchange Service and the Developmental Agency by the Protestant church offer such programmes and bring significant numbers of international students from the developing world to our universities. Unfortunately, the share of students in the field of education is still low. Most of these students come to Germany to study engineering, medicine or agriculture.

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

As I said above this kind of cooperation is underdeveloped in the field of education. My own university department runs a co-operation with Ethiopia. We have also started a scholarship programme for refugees from Syria but more needs to be done.

Sue Swaffield
University of Cambridge Faculty of Education, founder of Leadership for Learning Network

Toilets and education

Rarely talked about, little researched, the need for a toilet is on every body's mind several times every day.

Yet 2.4 billion (or 1 in 3) people across the world don't have somewhere safe to go to the toilet; there are 46 countries where at least half the population does not have access to proper sanitation; around half the people in the world have an illness caused by bad sanitation. Lack of proper sanitation is not just unpleasant, it is dangerous. Poor sanitation kills.

Many of the 41 million pre-primary, primary and secondary teachers in developing and transitional countries don't have access to a decent toilet. Surely discussion of the teaching profession and of the needs of teachers should include consideration of such fundamentally basic facilities?

Toilets in schools are of course an issue not just for teachers, but also for all the many more millions of pupils. More than half of primary schools in developing countries don't have access to water and sanitation. Children are even more vulnerable to disease than adults. Girls often miss a week's school each month when they are menstruating, and post-puberty many drop out of school all together. The vast majority of teachers are women (approximately 95% overall, 80% in sub-Saharan Africa).

Sustainable development goal 6 is to ensure the availability and sustainable management of water and sanitation for all. Providing people with clean water and basic sanitation is one of the most cost-effective ways to release people from poverty: for every £1 spent on water and sanitation, £8 is returned through saved time, increased productivity and reduced health costs.
But at current rates of progress the millennium development target that was set for 2015 may not be met in sub-Saharan Africa for another 150 years.

Nevertheless excellent work is being done, to improve conditions generally and specifically in schools. Toilets are being built and water supply enabled. Different kinds of toilets are

being developed for different conditions - from simple pit latrines and their variations, to pour flush, composting and greening latrines. School biogas latrines provide somewhere to go to the toilet as well as a safe, sustainable and cost effective source of energy, replacing wood burning with all its environmental hazards and eliminating the predominantly girls' chore of wood collection. Local ingenuity is helping to overcome problems, such as the Nigerian carpenter who invented a ventilated drop-hole cover that helps stop odours escaping while preventing flies and cockroaches entering. US$ 2.50 for a VIP latrine (ventilation improved pit).

Toilet provision alone though is not enough. Education (as always) is key. No doubt all of us on our travels have seen disused, broken toilets – often the result of culturally and technically inappropriate, target-driven, provision. Toilets will be used and maintained when communities have helped choose the right design for their context, and when everybody understands their benefits and maintenance. School children can be the best advocates and community educators, pestering parents to change lifelong habits. School toilets can be catalysts for toilets in the community. Women and girls particularly experience enhanced dignity and safety – no longer risking snakebites or sexual assault from squatting in the open.

Research on toilets and girls' education is limited and inconclusive; research on toilets and teachers is virtually non-existent. Yet the issue is so basic, the case for decent sanitation so compelling, and low cost solutions so effective and sustainable. Let's enhance life for everyone including women teachers by taking action on toilets.

(Sources: Unicef; Toilet twinning; DfiD; UNESCO)

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Global Campaign for Education (South Africa)

TIME TO GET IT RIGHT: SOME LESSONS FOR SDG IMPLEMENTATION FROM THE EFAs and MDGs[10]

The passage of the sustainable development goals and the associated Framework for Action mark a historic iteration in the journey forward from Jomtein. They mark a greater degree of ambition compared to the previous MDG framework that has often been criticized by educationists as being reductionist and by activists as a historic letdown from the much wider vision of the Dakar Framework. The Education 2030 agenda is a marking improvement. It is, however, also another step forward on the same journey. The last 15 years have, however, taught us some lessons that should guide our work in the SDG period. These are not revolutionary, but nonetheless form essential considerations for the implementation for the new agenda. Those who do not learn from history are doomed to repeat it.

Lesson 1: ADEQUATE AND WELL-ALLOCATED FINANCING

Implementation of the Goal 4 agenda is unlikely without a coordinated push to enhance financing for education. This entails a coordinated joint push by civil society, teachers and other stakeholders (eg. students) to enhance allocations through a combination of aid financing and domestic resource mobilization. All donor countries must increase their long-term, predictable aid to basic education, by allocating at least 10% of their development assistance to basic education, and at least 4% of their humanitarian aid to education. All governments should also ensure a sufficient share of resources for education, amounting to at least 20%of national budgets, and 6% of GDP, and ensure that these funds are equitably and sensitively allocated, and open to public scrutiny. This struggle needs to be accompanied by a push for greater public revenue overall through a fairer taxation system.

LESSON 2: A STRONG PUBLIC SYSTEMS AND GOVERNANCE

The state must remain the key actor in the education sector and it should not use government funds to subsidize for-profit education providers, and must ensure that private

[10] This paper based on the report prepared by the Global Campaign for Education. The full text can be accessed at
http://campaignforeducation.org/docs/post2015/GCE_EFA_REPORT_MAY_2015_EN_WEB.pdf

actors are well regulated and accountable. All stakeholders must work to ensure that there are clear constitutional and legislative provisions, policies, implementation frameworks and delivery mechanisms – not just promises – to ensure SDG 4 implementation. Robust planning, monitoring and auditing systems, clear procedures for sufficient staffing, staff development and division of responsibility and authority are key. States should be transparent in terms of both decision-making and implementation and not tolerate corruption.

LESSON 3: A CLEAR STATE FOCUS ON QUALITY

Another collective struggle is likely to be to ensure a holistic definition of quality and not be reduced to attainment of narrowly defined learning outcomes. Assessment systems must support teaching interventions and learning; be responsive to diverse needs; encompass the full breadth of the education curriculum; states must avoid "high-stakes" testing whereby education funding (or teacher salaries) are dependent on test scores. A parallel battle will be to ensure focused investment in quality and a recognition that quality fundamentally depends on teachers. States must ensure sufficient teachers; who are professional, well trained and qualified; working in decent conditions; and who are recruited and deployed with a view to equity and diversity. At the same time, all educational institutions need quality, responsive and relevant curricula, teaching learning materials and safe, secure and inclusive learning environments.

LESSON 4: SYSTEMATIC PROMOTION OF EQUITY AND INCLUSION

It is time for collective action to end inequality. Focused investment is needed to remove barriers and promote educational equity to redress disadvantage and promote inclusion. This should be embedded in education systems including planning, monitoring, data, and awareness-raising and we must work to ensure that governments respect and support cultural and other diversity in legislation, policy, curriculum development, school practices and culture, language of instruction, teaching and learning materials, and teacher training. Education, however, cannot be expected to shoulder the burden alone- Education Ministries must coordinate with agencies outside the education system to address broader issues such as poverty, racism, child labour or early marriage.

LESSON 5: MEANINGFUL CITIZEN PARTICIPATION

The lessons described earlier are unlikely to be incorporated into practice without clear participation of civil society, without citizens, NGOs and teachers working together to better

represent citizen needs, ensure accountability, and raise the profile of education. Authorities should accordingly ensure that civil society has space to participate meaningfully, both in debates but also in decision-making forums. Collective multi stakeholder platforms- like GCE and its coalitions at national and regional levels offer potential for such collective action.

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Teachers and the realisation of equitable quality education and lifelong learning for all

Like the other sixteen UN Agenda 2030 Sustainable Development Goals (SDG), the Goal 4: *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* is a complicated goal. When I look at its specific targets which include ensuring that girls and boys have access to completely free and equitable quality education; ensuring that pupils acquire the required knowledge and skills for sustainable development and also ensuring that gender disparities are eliminated, I feel that goal 4 is laden with political, economic, socio-cultural, and professional implications. I am compelled to consider for a moment what exactly a Maasai parent or teacher in Kenya understands by inclusive and equitable quality education. Similarly what crosses the mind of a Yoruba parent or teacher in Nigeria, and a Kasena parent or teacher at the Ghana-Burkina Faso border and are these thoughts similar or in any way the same? Who ensures what is considered as equitable, and who should or can eliminate gender disparities, and how? With these questions, I am trying to hammer the point that achieving the goal 4 targets will have to involve a collaborative effort of many and varied players including teachers, parents, national governments, and donor agencies and has to be contextually driven. Among these, in my opinion, teachers play the leading and crucial role in moulding and inspiring children's educational life.

Teachers inculcate vital skills, knowledge and moral values in students and by creating milieu of learning that encourages students to engage in active construction of meaning (Hopkins, 2002), and by preparing them to explore critically their own histories and voices (Aronowitz and Giroux, 1991). When teachers win students' confidence as role models, and by this, I mean to say, teachers embodying values such as cultural understanding, competence, conscience, compassion, commitment, openness to learning and leading, they can be a real source of inspiration. Based on my own experience of role model teachers in Africa and Europe, they can inspire children to love education, to love learning, build their confidence and self-assurance. This is because children believe in them, which is why Greenville-Cleave and Boniwell's (2012) assertion that teachers have extraordinary influence on children, is apposite.

From my experience as a teacher in Kenya, Ethiopia, Zimbabwe, Zambia, Nigeria and

Ghana, teachers are crucial in building a homely school culture where children want to be. One of the things I remember as a local manager of two Catholic schools in Accra was how teachers served as catalysts in arousing the interests of parents in school matters, and creating and sustaining parent-school linkages. So teachers can build intra-school as well as school-parent synergies that are crucial for achieving the SDG goal 4 targets.

Furthermore, teachers have enviable wealth of experiences emanating from their classroom, school, and outside-the-school walls' experiences. Thus, they can make valuable contributions in framing implementable education policies if they are given the chance. These crucial roles of teachers as knowledge inculcators, role models, bridge builders, and potential contributors to education policies validate Barber and Mourshed's (2007, p. 16) claim that "the quality of an education system cannot exceed the quality of its teachers". But teachers need continued professional development, motivation, and freedom of creativity to be able to contribute meaningfully.

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Cambridge Seminar Reflection Note

This year's *Cambridge Seminar* presents an exciting opportunity to reflect on the practicalities of implementing the Education2030 agenda, from the perspective of teachers and those who place teachers at the center of our work. I'd like to focus my reflections on *the opportunities and challenges presented in the Framework for Action: Education 2030 for teacher policy and the teaching profession.* While the Sustainable Development Goals (SDGs) were developed through an extensive consultation process, it's also critical to remember that the education goal (Goal 4) essentially reaffirms and extends the global movement for Education For All (EFA) that was established in 1990. So we need not look too far for lessons for teaching profession within this renewed development paradigm.

While significant progress was made during the previous development paradigm, with millions of new teachers recruited and trained, we entered this renewed global development phase with vociferous attacks against the teaching profession itself. Some assert that traditional teacher training systems and 'dependence' on qualified teachers are inefficient, unnecessary and result in high costs for governments and limited accountability and learning. ***A key challenge for those of us who preface the role of teachers in classrooms and the learning process is for us to shape the narrative against what seems to be a growing lobby against the profession.***

My fear is that the significantly expanded education agenda, while inclusive and comprehensive, also creates additional space for what may amount to a 'global anti teaching profession lobby'. The estimated annual funding gap for achieving universal education through lower secondary school is $38 billion, and donor aid to the sector is continuing its downward trend. The private sector, which tends to populate 'the lobby', is steadily becoming an attractive 'solution' for developing country governments and even bilateral donors are increasingly channeling funds to private sector companies to deliver

education content and manage aspects of public education systems. The claim and assumption is that the private sector can deliver more consistent results (learning outcomes) at a lower cost than 'traditional' approaches that require qualified teachers. ***I think the Cambridge Seminar presents an opportunity to craft and advanced nuanced arguments and evidence against these claims and assumptions, which we can expect to only intensify and become more difficult to counter.***

A related issue emanating from the 2030 Agenda relates to our understanding of 'who' a teacher is. This could be a reflection of my own area of focus in the sector. However, it seems that 'a teacher' is typically understood as educators who work in pre-primary through secondary, with even tertiary level educators seemingly occupying a different space. The expanded agenda calls for increased attention and provision in the areas of adult literacy and technical/vocational education. Yet, teacher policy discussions rarely account for the educators dedicated to these aspects of the education sector. I think this differentiated understanding of who encompasses the 'teaching profession' is something that should be addressed, as it has a direct implication on the development and financing of the teacher policies and teacher-support initiatives necessary to fulfill the agenda.

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Progress toward Goal 4 targets in South Africa

Each of the 10 targets has both a quantitative (*all boys and girls*) and a qualitative (*equitable and quality*) element. Over the last two decades, South Africa has made very significant progress in addressing a number of the quantitative targets listed under Goal 4. With respect to the four targets most closely associated with formal education, South Africa is making steady progress on the quantitative front, but failing to achieve noticeable gains in the quality of this expanded provision:

Target	Quantity	Quality
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	Close to 100% participation in Grades 1-9; girls slightly outnumber boys	Learning outcomes very poor in comparative tests: SACMEQ, TIMSS, PIRLS. Inequality: by the fifth grade the educational backlog experienced in schools serving the poorest children is already equivalent to well over two years' worth of learning.
By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Since 1996 the proportion of 5-year olds in educational programmes has risen from 22.5% to 80.0%; participation of those aged 6 increased from 49.1% to 91.4%. These gains largely achieved through the introduction of a pre-Grade 1 (Grade R) in primary schools.	An external evaluation found that attendance of Grade R had a moderate impact on learning in the Foundation Phase, but that these effects were felt mainly in the two school quintiles serving the most affluent communities. Far from ameliorating inequality, the introduction of Grade R, appears to be increasing it.
By 2030, ensure equal access for	TVET college enrolments	Throughput in colleges is

3. Statements – Cambridge 2016 Seminar.
This version incorporates all statements received as of 09/05/2016.

all women and men to affordable and quality technical, vocational and tertiary education, including university.	increased 87% in the period 2010-13; university by 82% 1994-2012	under 30%. than 50% of all university ants ever obtain a qualification
By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States.	Since 2003 teaching is an all-graduate profession. Enrolments in initial teacher education programmes increased 48% in the period 2004-13; on track to meet the needs of the school system by 2019.	Skewed production of teachers, with shortages in the Foundation Phase, African languages, maths and science. Quality of graduate teachers severely criticised by Higher Education Quality Council in 2010.

It can be argued that the last of these targets – the increased production of quality teachers – is the most important, since, if it is not achieved few if any of the others are likely to be fulfilled. The provision of quality teachers is key to improving the quality of the pre-school and school systems; such improvement in teaching is expected to result in better educated school leavers, which, in turn, will achieve more efficient throughput in the TVET and university sectors, and the increased production of technical and professional skills.

Yet it is here that a principal qualitative bottleneck occurs, with the HEQC declaring in 2010 that many BEd programmes were 'bloated' with … 'insufficient depth or attention paid to subject or disciplinary depth' (CHE, 2010: 150-1). Since then, the promulgation of new regulations has resulted in all universities revising their curricula in time for the (extended) deadline in 2017. In parallel, a programme of national collaboration between the universities promises to forge greater coherence of purpose and curricula across the sector

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Diego Portales University, Chile

Visualizing the power of obstacles

From time to time international organisms launch global goals. These goals have an important function: they signal priorities that could be included in national policies, mobilize energy of their own international organizations and allow a systematic monitoring of the progress being made, or not. The goals are not generic declarations of principles, but quantifiable, and therefore verifiable, objectives. It assumes a solid technical diagnostic exists and with the suitable strategies and the financial resources, these goals can be achieved within the time frame set. Indeed, these goals are not *ethical prayers* and Goal 4 of the Sustainable Development Goals is no exception.

The inevitable question is why these kind of global goals are continually not being met, even though there is ample support from governments and international organizations. What is the reason for not achieving the objectives? Is it because the goals were set to high? Or the initial diagnostic was wrong? Unexpected factors or situations arose, changing the focus of government attention? Lack of real political support within the countries to put in place the strategies and resources needed?

In any case, a crucial analysis is to identify the obstacles that impede success in reaching the goals. One of the biggest errors is not considering them, in particular during the complex process of incorporating the global goals into the national agendas.

At least, the following types of obstacles should be considered:

- Financial resources: reaching these goals is frequently expensive and this public capital is not easily available in the countries. Furthermore, education must compete for priority against other urgent national needs. In addition, beneficial effects of education in people and economies are long term, which is an important restriction for allocating the budget needed.
- Institutional strengths: strategies generally require institutional and professional capabilities that are scarce in the educational sector and difficult to build quickly. The

case of outdated faculties of education and their endemic difficulty to update the instruction of new teachers for the XXI century is a clear example.

- Culture: to achieve some goals implies a change in the values and culture prevalent in the entire country or among some groups of the population. This cultural transformation is slow and is produced far beyond educational policies. For example, to meet gender equity in education requires, among some societies or groups, a *cultural revolution* in the ancestral forms of organizing families, work, religion or political life.
- Technical knowledge: strategies promoted to achieve the goals are not based on grounded knowledge, which, in turn, is currently more focused in the diagnosis of problems than in their solutions. Furthermore, educational research is concentrated in some developed countries that are not the most challenged by the goals. Indeed, technical debate about real pillars for school improvement is controversial, for example, the effective impact of measures such as diminishing students per class, raising school time or incorporating new technologies into the classroom.
- Political: goals and strategies generally require implementation by different administrations in long-term national engagement. Only this ample and stable political agreement is capable of assuring high economic resources and to pass new laws needed. According to this statement, educational policies must be managed in a different way to the way that public affairs are in modern democracies…

All these obstacles adopt different faces in each educational system. If we want to achieve SDG 4, it is not a futile exercise to make them visible, and to think of the most effective forms to confront them.

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Coherence and practice in teacher learning

Good teaching - that which enables productive learning for all pupils and motivates pupils and their families to perceive education as a viable economic commitment for the future, is widely recognised to be dependent on the amount, type and quality of pre- and in-service provision made available to aspiring and practising teachers. Thus change at classroom level and in pupils' experience requires relational change within teacher education institutions and sites of in –service professional development. All are part of a mutually constituted interdependent whole engaged in the 'activity' of teaching and learning, and change in the 'activity' of teaching in one community – classroom, university, college or local teachers' centre, will necessarily impact on other communities. How that change is recognised, legitimised and accommodated more widely in the system influences the sustainability of forward movement in practice.

Actions for sustainable teacher change will challenge objectivist epistemology which characterises professional knowledge as a static body of content available in the mind of teacher educators taking no account of the practitioner knowledge brought by teachers and teacher educators (Dyer et al. 2004); transform teacher educator / teacher relationships to be more interactive non-hierarchical; and deconstruct managerialist thinking, disturbing the often dominant 'rational' approach which assumes that identified problems can be controlled and solved through the enacting of predefined interventions through system levels (Checkland & Scholes, 1990).

Such an approach is not new but has implications for the discourse around Education 2030 Target 4c and its indicators, most critically problematisation of 'qualified teachers', and the need to focus greater attention on key actors in this system – teacher educators. Programmes which lead to recognised teacher qualifications are frequently dominated by theory (Akyeampong, 2013) reflecting deeply embedded cultural scripts about ways of being and knowing passed through generations (Bruner, 1996). Such cultural legacies about valued ways of being a teacher or teacher educator are unlikely to be transformed by enhancing the minimum qualification for teachers nor by conversion of Colleges of Education into tertiary institutions observed in many countries. Perhaps more useful is the concept of an 'epistemology of practice' (Cook & Brown, 1999) to define and support core competencies

for teachers *and* teacher educators (individually and collectively). These might then underpin self, peer and teacher educator (headteacher / supervisor/ tutor) evaluation, enacted across localities (particularly for those in rural settings) through technology enabled sharing and dialogue.

Much teacher education discourse pays little attention to how teacher educators' practices and potential for enacting pedagogic change are influenced by their individual and collective histories of participation and wider social order institutional and national level structures. Understanding the agentive stance of this group through exploring ways in which their practice is shaped is essential to ensure shifts in teacher supervision and mentoring episodes, proposed indicators, from judgements on practice to intersubjective dialogue with formative feedback on how to improve practice to achieve quality. Technologies have a potential role enabling teacher educators to develop their role as 'brokers' in the development of shared practices across different communities (Wolfenden et al, 2015).

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Post-seminar Reflections

The in-depth attention to teachers in this forum represents in itself a major shift over the last 15 years and provided much to reflect on as we begin a new phase. Three thoughts are perhaps pertinent to teacher learning and professionalism. Firstly the need within systems to find new ways to integrate vertical decision making (such as formal policy approval), and horizontal local leadership and ownership of change by teachers in and across sites of learning. Secondly, big data - from learning analytics or more traditional large scale tests –

has potential to inform system improvements but we need to ensure that its use does not constrain and homogenise the enacted curriculum and pedagogy in schools and teacher training institutions. Contextualisation, through recognising and drawing on diversity and difference, is critical to working towards equity in participation in classrooms and teachers' agentive role is central to this. Lastly, there was little mention of the possibilities afforded by new technologies to shift the paradigm and strengthen teacher autonomy through enabling new kinds of networks and communities, innovative modalities for learning and new forms of accountability - perhaps an area for future exploration?

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Connecting the Global to the Local: Reclaiming Space for Teacher Professionalism through Country Level Implementation of SDG 4

For my write up this year, I am revisiting the theme of connecting the global to the national/local, since implementation and monitoring of the SDGs must take place at the national and local levels. The process of developing a new framework to guide global development culminated in September 2015, with the adoption of the 17 SDGs and 169 targets and the process of settling global and thematic indicators is ongoing. What has not yet been settled are indicators for monitoring progress at the national and local levels. In keeping with the principle of universality, a country can choose national SDG indicators that are best suited to track its own progress towards achieving sustainable development (i.e. choosing indicators that are ambitious yet in accordance with the country's circumstances). So while there are global level indicators that require international coordination and collaboration to implement, the space exists for countries to develop national and local level indicators to assess important dimensions of the SDG targets that might not have been captured by the global level indicators.

This ability to adopt contextualized indicators at the national and local levels creates an opportunity for countries to address one of the shortcomings of SDG4.c (the 'teacher target'), which calls for a substantial increase in the supply of qualified teachers by 2030. The framing of this teacher target in terms of teacher "supply" regards teachers as an input to achieving SDG4 rather than having a central and inextricable role in achieving SDG4. The 'teacher target' indicator proposed through the ongoing global process, seeks to measure the proportion of teachers receiving minimum teacher training and relevant in-service professional development. By contrast, The Dakar Framework and the Incheon Declaration recognize the centrality of teachers in providing good quality education. Both speak to the importance of enhancing the status, morale and professionalism of teachers, by attending to issues and concerns, such as: "teacher policies and regulations that ensure teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems; teacher training on inclusive education and language policies to address exclusion; mainstreaming gender issues in teacher training and curricula; teachers

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using appropriate pedagogical approaches and supported by appropriate information and communication technology (ICT)." These are just some of the issues and concerns that can inform the development of national and local level indicators to complement the narrower measure proposed at the global level for the teacher target.

These issues and concerns are particularly relevant for Global South contexts where significant investments in teachers and teaching are required (Note: of the 4 million primary teachers needed to achieve UPE in 2015, 63% of the shortfall was in Sub Saharan Africa. Note: donors' investment in pre-service and in-service teacher education programs between 2008 and 2011 was a mere 2% of the education aid budget). There is also urgent need in these contexts to re-conceptualize current approaches to identifying the best candidates to enter the teaching profession and to develop systems that recognize teachers as lifelong learners, from initial preparation to induction to in-service learning. A key question for me is: How can we best support efforts of teachers, communities and governments, primarily in the Global South, to address some of these issues as they begin to implement the new SDGs (and do so in ways that support alignment of the SDGs with existing national development plans)?

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[xii] Māori kaumatua (respected elder) and retired educational psychologist, Laurie Loper. Laurie Loper has made a family bequest, the James Stewart Loper Bequest, to enable a new seeding opportunity for Developing Mathematical Inquiry Communities – Hangaia te Urupounamu Pāngarau Mō Tātou to be implemented as best evidence in action in Christchurch, New Zealand, in which bilingual tasks in both English and te reo Māori can be progressively normalised in mathematics teaching in English medium schools.