

From previous weeks

1. Reflective practice theoretical framework

- Finlay (2008)

[http://oro.open.ac.uk/68945/1/Finlay-\(2008\)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf](http://oro.open.ac.uk/68945/1/Finlay-(2008)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf)

2. Framing reflective practice in the educational practice

- Loughran, J. J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of teacher education*, 53(1), 33-43.
- Ruch, G. (2002). From triangle to spiral: Reflective practice in social work education, practice and research. *Social Work Education*, 21(2), 199-216.

Critical Reflective Practice

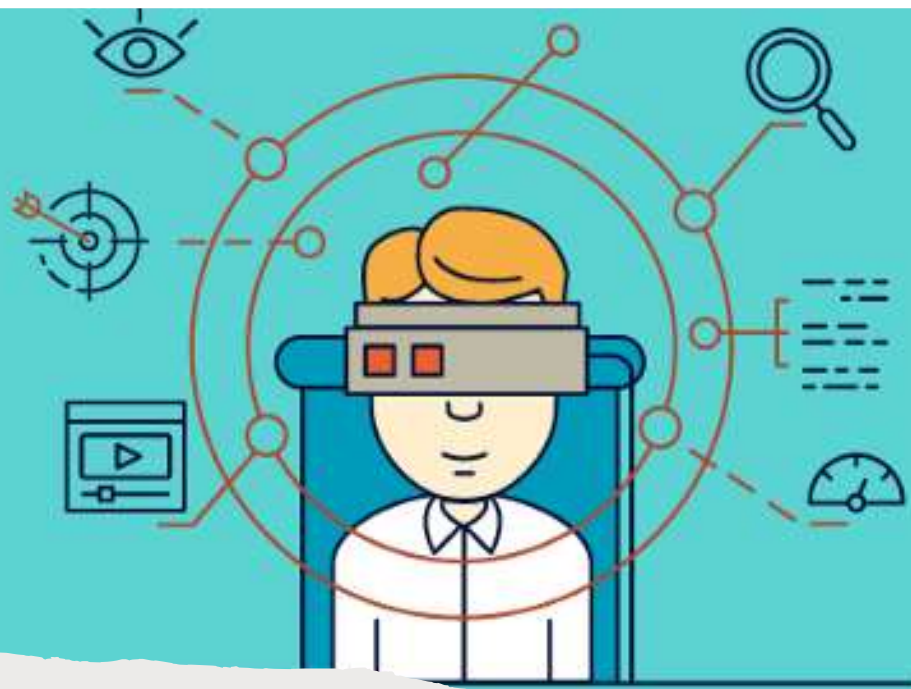


<https://www.sdg4education2030.org/the-goal>

Evidence-Based Practice in Education

- Martyn Hammersley: Some Questions About Evidence-based Practice in Education
 - Medicine (and see Ben Goldacre Bad Science and Randomised Controlled Trials...RCTs!)
 - Rhetoric – discredits opposition and mobilises support
 - Evidence-informed
 - Evidence – systematic and rigorous in contrast to tradition, prejudice, dogma and ideology
 - Ends and means
 - ‘Multiple goals....multiple consequences....some desirable and others less so....uncertainty....reasonable disagreement’ (pp. 3-4)





Evidence-Based Practice in Education

- Single studies....erroneous conclusions
- How to weigh contradictory evidence
- What works....chosen indicators....
- 'It encourages, indeed to a large extent forces, individual practitioners to adopt an instrumental orientation in which scoring highly on the indicators becomes even more important than doing a good job in terms of their own judgement' (p. 9)

BETTER TEACHING
HELPS ALL STUDENTS
ACHIEVE MORE!



The Importance of Teachers

- ❖ OECD – Teachers Matter (2005)
- ❖ Teaching and Learning International Survey (TALIS)
- ❖ https://www.oecd-ilibrary.org/education/teaching-and-learning-international-survey-talis-2018-conceptual-framework_799337c2-en



JOHN HATTIE – TEACHERS MAKE A DIFFERENCE

Attributes of excellence versus....

‘So called ‘idiot proof’ solutions where the proofing has been to restrain the idiots to tight scripts – tighter curriculum specification, prescribed textbooks, bounded structures of classrooms, scripts of the teaching act, and all this underpinned by a structure of accountability. The national testing movements have been introduced to ensure teachers teach the right stuff, concentrate on the right set of processes (those to pass pencil and paper tests) and then use the best set of teaching activities to maximise this narrow form of achievement (ie lots of worksheets of mock multiple choice exams)’ Hattie, 2003, p. 1)

John Hattie – Teachers Make A Difference

- Students – 50% of variance of achievement
- Home – 5-10% of variance
- Schools – 5-10% of variance
- Head teachers – accounted for by schools
- Peer effects – 5-10% of variance
- **Teachers – 30% of variance**

John Hattie – Teachers Make A Difference

Expert and Experienced Teachers:

- Organise and use subject content knowledge – deeper understanding related to underpinning principles
- Problem solving with respect to individual pupils
- Anticipate, plan and improvise
- Better decision makers – which decisions matter

John Hattie – Teachers Make A Difference

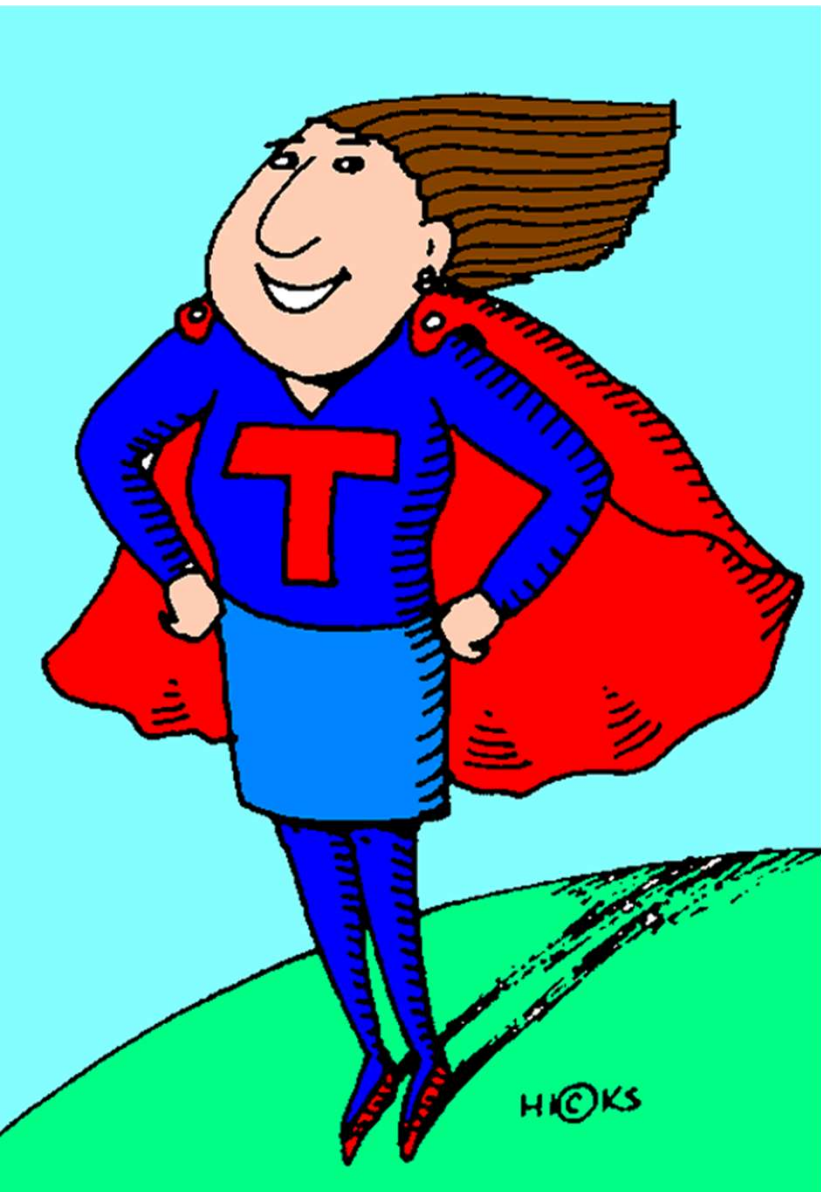
Expert and Experienced Teachers:

- Automatic routines free space for dealing with the more complex
- High respect for students
- Passionate about teaching and learning
- Aim for more than achievement goals
- Challenging and engaging
- Student achievement

John Hattie – Teachers Make A Difference

Expert and Experienced Teachers:

‘We can make a distinction between surface and deep learning. Surface learning is more about the content (knowing the ideas, and doing what is needed to gain a passing grade), and deep learning more about understanding (relating and extending ideas, and an intention to understand and impose meaning). The claim is that experts are more successful at both types of learning’ (Hattie, 2003, p. 9)



SO We need to improve teaching

‘By raising the quality of
entrants to the profession’

‘By raising the quality of
teacher education
programmes’

Furlong, 2013

The Traditional Approach

- Recruit better qualified students to teacher training courses
- Increase the length of teacher training courses
- Make teacher training courses more academically rigorous
- Incorporate teacher training colleges into universities
- Regulation is better than deregulation

But there is now an
alternative narrative

‘Teaching is a craft and it is best
learnt as an apprentice observing
a master craftsman - or woman.

Watching others and being
rigorously observed yourself as
you develop is the best route to
acquiring mastery in the
classroom.’

Department for Education, 2010



Or is it a global trend?



**"Teachers
deserve better
support and
better training
than teachers'
colleges today
provide"**

-Education Secretary
Arne Duncan

US context



The Growth of 'Clinical Practice'

'Across the board, the best-performing countries are working to move their initial teacher-education programmes towards a model based less on preparing academics and more on preparing professionals in clinical settings, in which they get into schools earlier, spend more time there and get more and better support in the process.'

OECD 2011

What role for universities?

- Where do universities fit into this 'new world order' for education?
- Should they just provide teachers with strong subject knowledge?
- Should university schools of education still have a role in teacher education?

Dimensions of Teacher Effectiveness and Teachers' Professional Identity

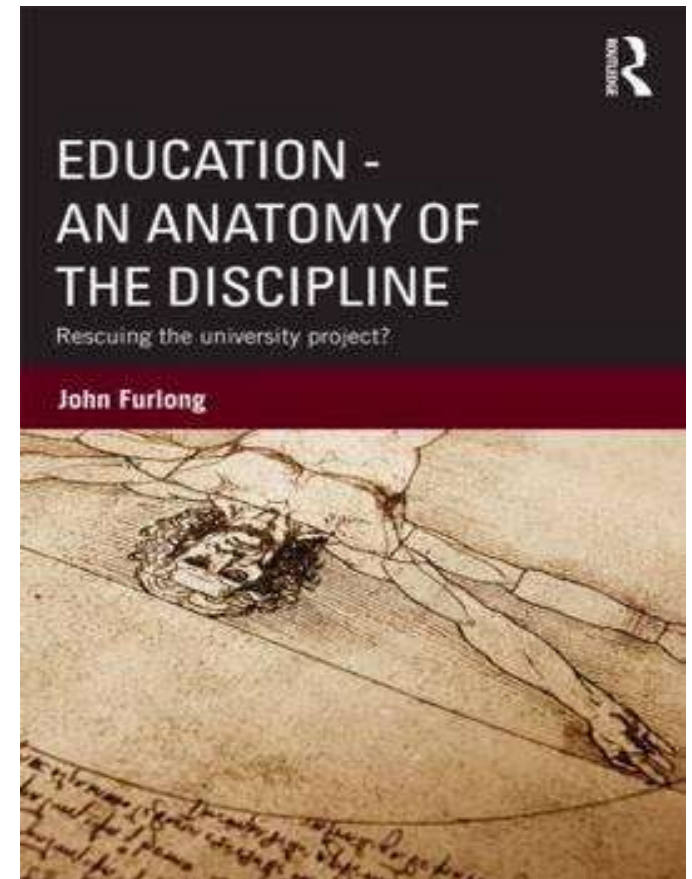


- Menter, I. (2016). Helga Eng lecture 2015: What is a teacher in the 21st century and what does a 21st century teacher need to know?. *Acta Didactica Norge*, 10(2), 11-25.

Why educate teachers in a university?

‘...those studying Education ... need the opportunity to engage with evidence, to challenge underlying assumptions, to debate ends as well as means... That is what the university-based study of Education offers to the teachers and lecturers who will educate our next generation...’

Furlong, 2013



Key Takeaways

- Danger that superficial reflective practice stands in for a professional knowledge base
- Theory and practice are not the same
- The Gibbs cycle – ANALYSIS
- Lack of an academic context for Reflective Practice is a key limitation

Seminar: Operationalising Critical Pedagogies



- What does practice look like that makes a difference?
- How and why should practice be changed or modified?
- How contextual is the idea of good practice?
- What kind of evidence counts and how should it be used?