



EDUCATION INTERNATIONAL AND THE INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION



Education International
Internationale de l'Éducation
Internacional de la Educación

www.ei-ie.org



EI DECLARATION ON PROFESSIONAL ETHICS

In 2001, EI's third World Congress in Jomtien, Thailand, adopted a Declaration on Professional Ethics. This was updated at EI's fourth World Congress in Porto Alegre, Brazil, in 2004.

The declaration is a blueprint for EI affiliate members' own guidelines and complements the ILO Declaration on Fundamental Principles and Rights at Work (1998), and draws on UNESCO's Recommendation concerning the Status of Teachers (1966), and the UN's Universal Declaration of Human Rights (1948).

The declaration aims to:

- raise consciousness about the norms and ethics of the teaching profession;
- help increase job satisfaction in education; to enhance status and self-esteem, and;
- increase respect for the profession in communities.

You can access and download the full EI Declaration on Professional Ethics at: <http://www.ei-ie.org/ethics/>

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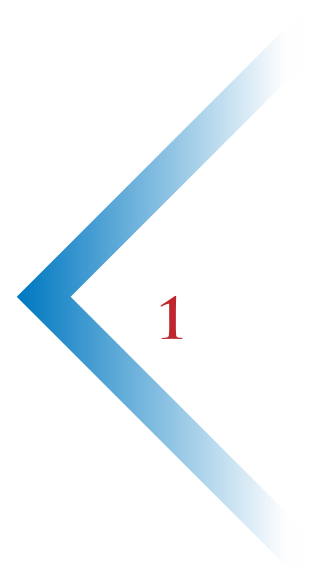
The second International Summit on the Teaching Profession takes place at a time when the global economic crisis has intensified and public services across the world are under increasing threat. The fight is on as never before to convince governments that maintaining education as a properly funded public service is now even more important than in the so-called boom years. The social and economic well-being of societies is dependent on governments continuing to understand the fundamental importance of investment in public education particularly for increasing social mobility. Maintaining schools as living, vibrant centres of their communities is essential to community cohesion as those communities become increasingly more diverse. High quality education, training and skills are essential to bringing economies out of recession.

The success of the 2011 International Summit underlined the necessity for governments and teacher unions to sit down together to discuss how to achieve outstanding education systems for all children and young people. It underscored both the importance of maintaining properly funded education systems and of countries creating policies for the teaching profession which empowered teachers in their confidence and their skills.

The 2012 Summit therefore provides an even greater opportunity to build on the global forum established last year. As the global body for all unions representing teachers and education workers, Education International (EI) believes profoundly that the future of all children and young people depends on highly qualified and motivated teachers.

The themes for this year's Summit-developing school leaders, preparing and supporting teachers for the 21st century and matching supply and demand- are as vital to the education of children and young people and to the future of the teaching profession as were the themes of last year's Summit. These themes were selected as a result of participants at last year's Summit insisting that the 2012 Summit drill down deeper into these areas.

Again EI welcomes the fact that the OECD has been proactive in taking on board the comments of all Summit partners before publishing its Summit background paper. EI's contribution to the Summit will, therefore, provide a perspective based on its own Education Policy paper agreed at its 2011 World Congress in South Africa.





DEVELOPING SCHOOL LEADERS

Education International believes that the debate about school leadership cannot be solely confined to how the quality of school principals and senior managers can be enhanced. School leadership is an issue for every teacher and member of staff. Evidence shows that where leadership by principals is dictatorial and disempowering for staff and parents the evidence is that the quality of young people's education is fragile. In fact the evidence is that distributed leadership supports school improvement. For example, in 2010 researchers, Hallinger and Heck (2011) concluded that:

"(our) findings support the belief that collaborative leadership, as opposed to leadership from the principal alone, may offer a path to sustainable improvement." The evidence, including that from the OECD, also concludes that Principals should be instructional leaders and focus on supporting teachers pedagogically and providing quality professional development. (OECD 2008 and 2009)

Education International believes that the development of teacher policies based on this approach to teacher leadership should go further. In this context, Education International welcomes the fact that the Summit contains a focus on leadership. In its Education Policy Paper, EI emphasises that professional leadership is vital in contributing to quality education.

"The professional leader is important for the enhancement of teachers' professional autonomy and professional development. Pedagogical leadership requires high level qualifications, including teacher qualifications. Those in leadership positions in schools and other educational institutions must receive the support and specific training that their demanding role requires. Those responsible for the leadership of other teachers should be engaged regularly in those activities that promote effective teaching and learning in the classroom. They should also be provided with the appropriate support and resources which are required to carry out their duties effectively. Leadership should be founded on the principles of collegiality, teamwork, democratic-decision making...and recognise the importance of dialogue and co-operation." (EI 2011)

In short, EI's policy on school leadership is grounded in evidence. It is not possible to graft managers with little or no experience of teaching onto school communities and expect those communities to flourish. Professional leadership requires qualified professionals; professionals who have a deep experience of teaching and learning with a commitment to and understanding of the need to enhance the commitment, knowledge and skills of school staff.

Current thinking, however, needs to go much further than defining leadership as that solely exercised by principals and small, close-knit teams of senior managers. As El's policy indicates, teachers in the classroom are equally able to demonstrate leadership whether it is in the area of the curriculum and its assessment, teaching and learning, pupil behaviour and engagement or in innovative activities generally. There is a growing body of evidence which shows that schools which provide the conditions which enable teachers to have the confidence to show leadership enhance teachers' efficacy significantly.

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The effect of total skilled teaching on children's lives. The infrastructure teachers' profession as a publically professional if not global in the interests of all are others who take it or leave it. Those who do not believe in collaboration receive professional support on classroom teaching (Bangs et al 2010).

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The report of Phase 1 the large scale International Teacher Leadership (ITL) Project concludes that:

"...a recurring theme in the ITL project has been the idea of the sleeping giant...which suggests... massive untapped potential (within) the teaching profession...International partners have all expressed surprise and delight at what teachers have achieved and the extent to which the benefits of teacher leadership have been recognised by school principals and policy makers in many of the participating countries... (in the ITL Project) What is it that has been so surprising? In outline it is simply this: that teachers really can lead innovation; teachers really can build professional knowledge; teachers really can develop the capacity for leadership, and teachers really can influence their colleagues and the nature of professional practice in their schools. However, what is abundantly clear is that teachers are only likely to do these things if they are provided with appropriate support." (Frost 2012)

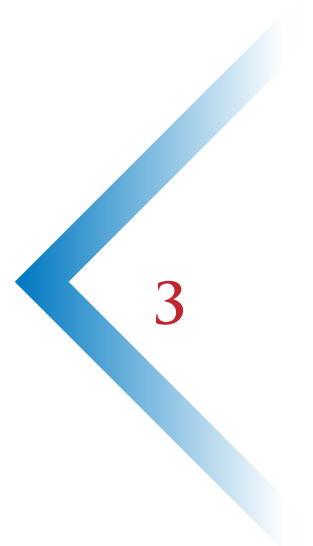
To establish how that support might be achieved has led EI to commission Cambridge University to carry out a study which would frame policy recommendations for enhancing teacher support for teacher efficacy, voice and leadership. Its intention is to bring in and end to the situation where, in too many countries, teachers are the 'ghost at the feast', (Bangs and Frost 2011). In this context EI welcomes the fact that the OECD has acknowledged that teacher leadership should be a facet of future studies.

There are, however major dangers globally to achieving effective distributed leadership and teacher leadership. OECD PISA evidence is sometimes wrongly misinterpreted by politicians, particularly those determined to deconstruct education as a public service, who argue that evidence from PISA means giving school principals total autonomy over all decision making. In fact PISA points to the positive effects of school autonomy in relation to teaching and learning, the curriculum and its assessment and the use of school budgets but not to the break-up of education as a coherent public service.

The effect of total autonomy can undermine the development of a highly skilled teaching profession confident that it can make a positive difference to children's lives. The financial crisis has fuelled this trend by triggering cuts in the infrastructure of education including in support services to schools and teachers' professional development. Where governments break up education as a publically provided service they also break up the idea of teaching as a national if not global profession. While many principals understand that it is in the interests of their schools to involve their staff in decision making there are others who take the opposite view. The evidence is that principals who do not believe in collaborative leadership will be partial in deciding which staff receive professional development, for example, and will impose key decisions on classroom teachers about teaching and learning and pupil behaviour. (Bangs et al 2010)

In its pamphlet, 'Education International and the International Summit on the Teaching Profession', published for the 2011 Summit EI argued that:

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strategy for the teaching profession in partnership with the profession itself... knowledge about the most effective forms of professional learning... must be built into these strategies."

The evidence from the OECD (OECD 2011), Michael Fullan (Fullan 2011) and Ben Levin (Levin 2010) is that such strategies are vital for securing outstanding education systems. Developing policies on school leadership which recognise the importance of teacher leadership are vital to any national strategy for developing the teaching profession.

PREPARING TEACHERS: DELIVERY OF 21ST CENTURY SKILLS

"Quality education is defined in terms of context and culture... Quality is neither one dimensional nor straightforward... A contextual approach to quality is never deterministic, as it is contingent on creativity and constant development... Teachers at all levels should be appropriately trained and qualified... Teachers should continue their professional development upon recruitment through a period of induction into the profession with the support of a mentor and should have access throughout their careers to high quality professional development and learning... These opportunities should be provided by the public authorities or other employers at no cost to individual teachers." (Education International 2011)

The delivery of 21st Century skills by teachers is dependent on a recognition that teachers' creativity must be encouraged and that teachers' professional development must be a continuum from initial student training to continuing learning throughout teachers' professional lives.

We know what the shape of teachers' professional skills should look like in future and they are very different from the skills of the past. Finland's Timo Lankinen (2008) has defined what he sees as the 'third horizon' which will define teachers' skills in future.

- ubiquitous technology, ubiquitous opportunity
- collaborative, social-constructivist teaching
- problem-based teaching
- progressive inquiry, experimental study
- peer feedback and peer co-operation
- contextual, authentic learning sites
- networked local, technological and social forums of learning
- hands-on, on-the-job, real-life learning arrangements
- on-line study in virtual environments through social media, with mobile tools
- blended teaching methods, hybrid learning resources (and perhaps more controversially)
- public-private partnerships

This list of 21st Century skills for policy makers in the future need to be created. The OECD Conference in Alberta made clear:

"The Alberta Government long-term vision for education governance, including shared responsibility" (CERI OECD, Alberta)

Linked with this are the studies, are the teachers' - drivers which

They include: "autonomy for learning teachers with pupils; scope for learning" (Beath 2012)

These criteria reflect self-efficacy. OECD (2009) had the following difference to

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This list of 21st Century skills is accompanied by a growing awareness among policy makers in the most successful education systems that the conditions need to be created for innovative learning environments (ILEs). At a recent OECD Conference in Alberta on how to develop ILEs the Government of Alberta made clear its conditions for transforming education.

"The Alberta Government is engaged in a widespread dialogue to create a long-term vision for transforming education, focusing on innovation, shared governance, inclusiveness, engagement, a shift towards building competences, and shared responsibility and accountability for student centred education." (CERI OECD, Alberta Education 2011)

Linked with this and, indeed with the evidence arising from teacher leadership studies, are the criteria for what a recent research study describes as 'satisfiers'- drivers which are essential to teachers' sense of professional fulfilment.

They include: "autonomy; being valued; being trusted; being listened to; time for learning teaching and planning; collegiality; initiative; creativity; contact with pupils; scope for innovation and experimentation; and challenge." (MacBeath 2012)

These criteria reflect the importance of teachers having a strong sense of self-efficacy. OECD's Teaching and Learning International Survey (TALIS) (OECD 2009) had the following to say of teachers feeling that they can make a positive difference to children's learning.

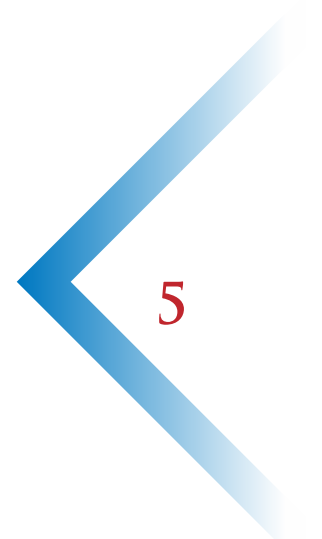
"Teachers with high self-efficacy expect to succeed in teaching and to handle students well, and this influences their interpretation of successes and disappointments, the standards they set and their approaches to coping with different instructional situations. Strong self-efficacy beliefs can prevent stress and burn-out and teachers' self-efficacy, beliefs and their job satisfaction are linked to instructional practices and student achievement." (OECD 2009)

As TALIS notes, professional development, which teachers value, is vital to teachers' self-confidence and efficacy. More than ever teachers need to feel that they are fully equipped in terms of their own skills and competences, yet as EI said in its pamphlet for the first Summit, too often the first default position for many governments is to cut teachers' professional development when the going gets tough. High quality professional development owned by teachers and properly funded as entitlement for every teacher is vital for the future of the teaching profession globally.

The range of evidence above-21st Century Skills demonstrates the vital importance to children and young people of being taught by self-confident and highly qualified teachers who create new ideas and ways of learning. It is evidence which is in direct contrast to the 'wrong drivers' which characterise many countries education systems.

Michael Fullan (2011) describes these 'wrong drivers', ('a deliberate policy force that has little chance of achieving the desired result') as:

1. using test results, and teacher appraisal, to reward or punish teachers and schools versus capacity building;





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2. promoting individual versus group solutions;
3. investing in and assuming that the wonders of the digital world will carry the day versus instruction;
4. fragmented strategies versus integrated and systemic strategies.

Education International believes that such 'wrong drivers', particularly punitive systems of school accountability, destroy the prospect of teaching professions confidently rising to the challenges of innovation and successively teaching 21 Century skills. The evidence is also, as Ben Levin notes, that, "choice and competition... by and large does not generate improvement across an entire system"; that, "systems with most decision-making resting at the school... do not outperform other systems with a more centralised focus"; and that, "Governments that belittled teachers may have reaped short term political benefits but failed to create the conditions that could produce better outcomes for students." In short, "motivated and committed people are by far the most important resource any human service organisation has to dispose, so engagement must be a high priority". (Levin 2011)

PREPARING TEACHERS: MATCHING SUPPLY AND DEMAND

There is much within OECD's papers for the 2011 and 2012 Summits on matching the supply of and demand for teachers with which Education International agrees. Teaching has to be an attractive career choice for professionals. Teaching is a uniquely demanding career. Future teachers will want to know that they will be rewarded fairly and have teaching jobs to go to. Government projections for the need for teachers in future have to be accurate and based on the number of children and young people coming into the system.

There needs to be active encouragement of people to become teachers particularly from groups where traditionally there has been little recruitment. Indeed OECD emphasises that teaching is attractive when professionals are encouraged and expected to make key decisions about teaching and learning rather than employers and governments. OECD is right to highlight the damage caused by top-down and incoherent initiatives to the supply of committed and enthusiastic future teachers.

As EI says in its Education Policy statement:

"Enhancing the professional autonomy and self-confidence of teachers in their professional and pedagogic judgements, and through the assertion of their right to academic freedom and to undertake research, should be given the highest priority by employers as this is essential to enhancing the quality of teaching and learning... in this context, job security is of enormous importance... as it is fundamentally harmful to the profession." Teachers' salaries/compensation is an equally vital component for securing a professionally confident teaching profession. The decision of countries such as Singapore, to

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"take teachers' salaries off the table as an issue" is right. Other countries need to understand the corrosive effect on teacher morale and self-confidence where teachers' salaries decline or do not match the salaries of comparable professions. The use of bonuses or individual salary compensation as a way of masking any decline in salaries does not work and in fact fuels further cynicism among teachers- a fact compounded by recent research from Vanderbilt University's Peabody College which found that rewarding teachers with bonus pay, in the absence of any other support programmes did not improve student outcomes. (Vanderbilt University 2010)

Governments must focus on providing working conditions which support teaching, including student teacher ratios which enable small teaching groups, more opportunities for professional growth and development, and salaries which are comparable to those of other professions. Continuing professional development and learning should be seen as a career long entitlement for all teachers starting with high quality initial teacher training. Such a continuum is what makes teaching attractive. As the OECD notes, "the frequently-cited claim that the best performing systems all recruit their teachers from the top third of graduates . . . is not supported by the evidence; it requires investment in the present teacher workforce, providing quality professional development, adequate career structures and diversification and enlisting the commitment of teachers to reform." (OECD 2011)

A strategic approach to the supply and demand of teachers cannot be left to the vagaries and uncertainties of the market. The evidence from educationally successful countries is that a balance between academic preparation involving higher education and preparing professionals in school settings is the best way of achieving a regular supply of highly trained teachers. This requires planning, funding and a consistent attention to quality which only a strategic approach involving governments and jurisdictions can carry out.





IN SUMMARY

- Governments, jurisdictions and employers cannot carry out successful education reform without the active engagement of the teaching profession and their unions as partners. Education reforms should focus on enhancing the work of teachers. Successful teacher policies are those which have been created by teachers and their unions in partnership with governments or jurisdictions.
- Effective leadership is vital to school success. Distributed leadership, where school principals help enhance the capacity of teachers and staff to be leaders, is vital to the success of both schools and education systems. Enhancing teacher leadership must be a central part of any teacher policy.
- School systems cannot be successful if principals are given total autonomy to make all the decisions affecting their schools. Schools need external support and to work with each other and their communities. Public education systems publically provided are the best way of both providing support and engaging communities in education.
- Governments and jurisdictions should both create the conditions for securing self-confident teaching professions. They should work with teachers and their Unions to create strategies for their profession which involve a comprehensive range of teacher policies. Key components of any strategy must be a coherent and funded policy for teacher learning and professional development, and the development of self-regulation and professional autonomy.
- If education systems are to be successful in the 21st Century the wrong drivers of education systems must be removed. In particular this means that high stakes, punitive pupil, teacher, school and system evaluation systems have to be fundamentally reformed. Evaluation must support student and teacher learning, the development of school communities and enhance creativity and innovation.
- Successfully matching teacher supply and demand will only take place when teaching is attractive as a profession. This means that teachers' working conditions, salaries/compensation, learning and professional development and professional autonomy have to match those of other high status professions. We will never manage to attract the best, most committed and the brightest people into teaching by reducing teaching into a micro-managed service delivery activity with high stakes and low benefits.



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