

*The Future of Teaching as a Profession in Europe:  
Regulation or Relegation?*

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TEPE Conference  
MAY 2014





1. Promoting high standards in Teaching and Teacher Education
2. Professionalism and teaching-what is it, which league are we in and how do we make sure we are not relegated?
3. Different approaches to Teacher Education.
4. Developments in England.
5. Regulation policies, practices and implications: an example of an independent professional body (Scotland).
6. Conclusions and possible ways forward



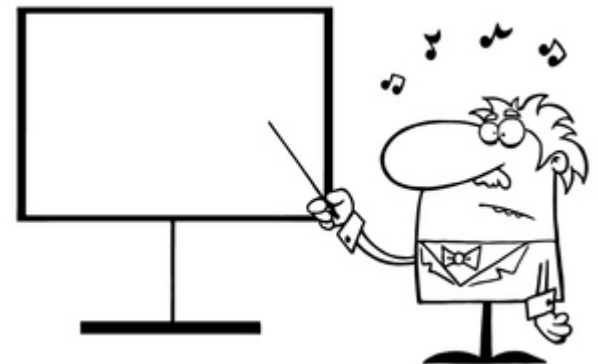
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# Why we should promote high standards of teacher quality

“the quality of the education system cannot  
exceed the quality of its teachers”

The McKinsey report: “*How the world’s best-performing school  
systems come out on top*”

Barber and Mourshed (2007)





# Developing high standards in Scotland

“ Education policy should support the creation of a reinvigorated approach to 21<sup>st</sup> century teacher professionalism. Teacher education should, as an integral part of that endeavour, address the need to build the capacity of teachers, irrespective of career stage, to have high levels of pedagogical expertise, including deep knowledge of what they are teaching; to be self-evaluative; to be able to work in partnership with other professionals, and to engage directly with well-researched innovation.”

*Teaching Scotland's Future (Donaldson Report, 2012)*



”Teaching, and the leadership of it, is critical for (our) future. We need to strengthen the professionalism ...of teaching and leadership throughout our education system to deliver the economic prosperity that (we) aspire to.”

”We need professional leadership that will promote quality teaching, attract highly qualified graduates, and support their professional development. We need the characteristics of other professions to be present, particularly the setting of standards and the establishment and protection of the status by which public regard is built and maintained.”

*A 21st Century Body for the Education Profession ,  
New Zealand Govt, May 2013*





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# International Summits on the Teaching Profession



2011	Improving Teacher Quality Around the World
2012	Teaching and Leadership for the Twenty-First Century
2013	Teacher Quality
2014	Excellence, Equity and Inclusiveness – High quality teaching for all

- A standards-based profession
- Priority given to pre-school and early education
- High quality Initial Teacher Education
- A “professional learning system’ for teachers
- An infrastructure to grow and develop teachers and leaders
- Career ladder for teachers and leaders
- Strengthened collaboration in the profession
- Promotion of strong partnership across different bodies
- Schools developing links to the wider community
- Stronger networking between schools



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# Cristiano Ronaldo-a professional footballer who knows his craft!

He learns on the job, makes a lot of money and certainly achieves his goals. But does he qualify as a professional?

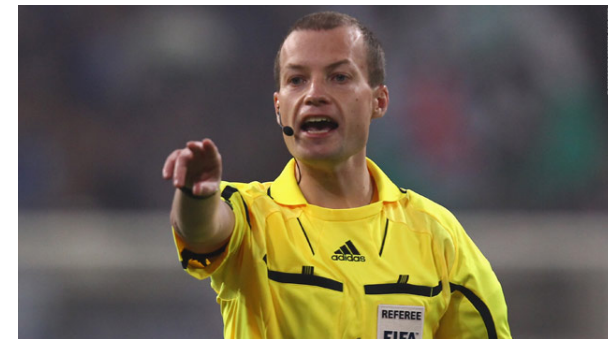
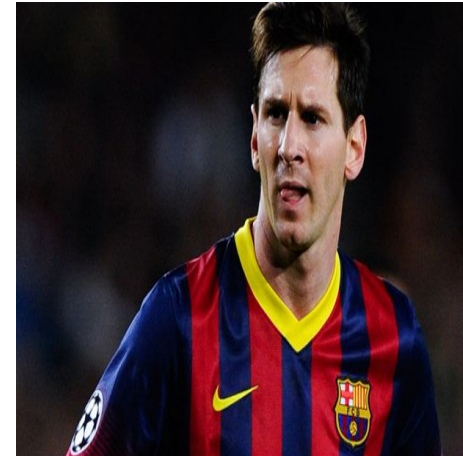


Is his “profession” regulated? Can he be relegated?





- ❑ receiving payment, often in sport or music
- ❑ manner of performance
- ❑ being a member of one of the “professions” and following its guidelines
- ❑ being a member of a professional association or a professional body
- ❑ having expertise or qualifications





- The *ancient or learned professions*, of which only three are noted in the medieval period
  - ❑ divinity, medicine and law
- The *newer professions* ( *20<sup>th</sup> century*) comprising full-time occupations which involved a training school or university course and/or the establishment of a national body or association which introduced codes of ethics and governance. For example,
  - ❑ dentistry, civil engineering, architecture, accounting
- The *modern professions*
  - ❑ Nursing, teaching, social work, librarianship etc



# What is a profession?

“ A profession is a disciplined group of individuals who adhere to ***ethical standards*** and uphold themselves to, and are accepted by, the public as possessing ***special knowledge and skills*** in a widely recognised body of ***learning derived from research, education and training at a high level*** and who are prepared to exercise this knowledge and these skills ***in the interest of others***”

*The Australian Council of Professions, 2004*



# What might being a teaching professional mean in 2014?

- Clearly defined practical and theoretical knowledge
- Systematic education
- Certification of practitioners
- Professional autonomy *and accountability*
- The prioritisation of service to others before economic benefits
- *Commitment to keep learning and improving throughout a career*
- *Aspiration towards optimal performance*
- *Collaboration with other professionals*



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# Teachers in the top league? The status of 16 professions as perceived by teachers and others in England.

## Views of teachers

Grade

Rank

## Views of others

Grade

Rank

<b>Surgeons</b>	6.6	<b>1</b>		6.73	<b>1</b>
<b>Barristers</b>	6.4	<b>2</b>		6.43	<b>3</b>
<b>Doctors</b>	6.3	<b>3</b>		6.45	<b>2</b>
<b>Solicitors</b>	5.6	<b>4</b>		5.50	<b>6</b>
<b>Vets</b>	5.6	<b>5</b>		5.55	<b>5</b>
<b>Secondary Head teachers</b>	5.0	<b>6</b>		5.56	<b>4</b>
<b>Accountants</b>	5.0	<b>7</b>		4.91	<b>9</b>
<b>Primary Head Teachers</b>	4.6	<b>8</b>		5.29	<b>7</b>
<b>Management consultants</b>	4.5	<b>9</b>		4.22	<b>13</b>
<b>Police officers</b>	4.5	<b>10</b>		4.97	<b>8</b>
<b>Secondary teachers</b>	4.0	<b>11</b>		4.69	<b>10</b>
<b>Nurses</b>	3.9	<b>12</b>		4.63	<b>11</b>
<b>Web designers</b>	3.8	<b>13</b>		3.70	<b>15</b>
<b>Primary Teachers</b>	3.7	<b>14</b>		4.53	<b>12</b>
<b>Social workers</b>	3.3	<b>15</b>		3.87	<b>14</b>
<b>Librarians</b>	3.1	<b>16</b>		3.22	<b>16</b>

*Mean grading (1-7) of stated professions and resultant ranking*

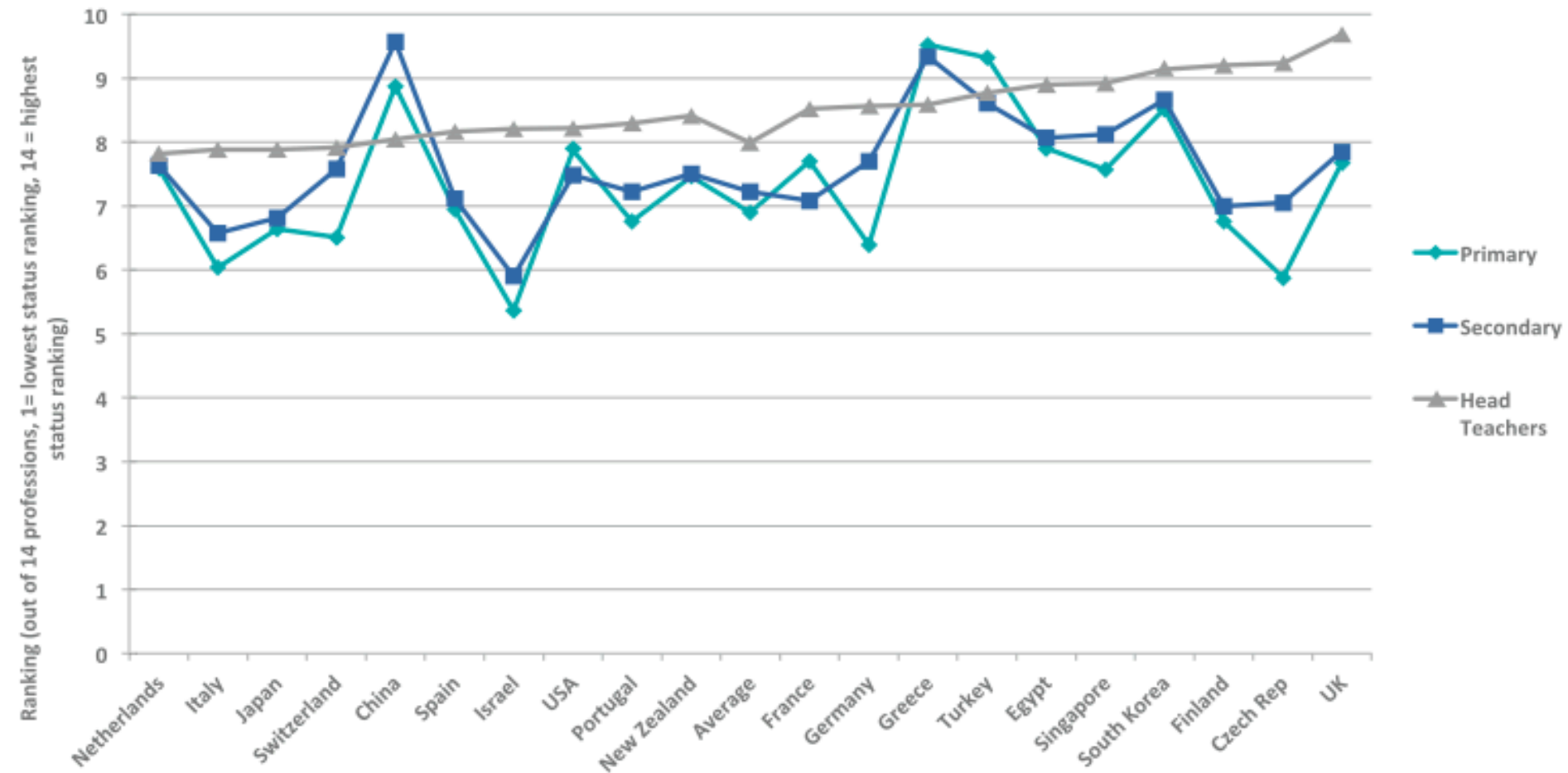
Adapted from: Hargreaves et al  
The Status of Teachers and the Teaching Profession in England  
University of Cambridge/DfES (2007).





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# The status of teachers when compared with 14 professions across 21 countries



Varkey Gem Foundation, The Global Teacher Status Index, 2013



# How then should we prepare teachers for the future?

## Current trends in teacher education:

- ❑ University-led programme with focus on linking research and *professional* practice in teachers. This approach is common in many countries and is a strong feature of high performing systems such as Singapore and Finland.
- ❑ Hybrid “clinical model”: university-led and research informed but linked to accredited schools with focus on *professional enquiry*
  - Australia: Melbourne (MTeach programme)
  - Netherlands: opleidingsscholen (training schools)
  - Finland: school partnerships with universities
  - UK: Glasgow and Oxford
- ❑ Practical or “craft” approach. Often flexible, school and employer-centred training, with or without a university input. This system is becoming more common in England and in parts of USA.



Senior right wing thinkers in England have long criticised the role of universities in teacher education. For example:

- Margaret Thatcher (Prime Minister and Education Secretary) wanted more direct training in schools. *“We wanted to see at least half of the new teachers come through these or similar schemes, as opposed to teacher-training institutions”* (Memoirs, 1993)
- Sir John Major (Prime Minister ) *“I also want to reform teacher training. Let us return to basic subject teaching, not courses in the theory of education”* (1993)



- "Teaching is largely a practical matter, best learnt by teaching in school. **Much of the theory taught at teacher training institutions is anti-educational** – full of politically fashionable nostrums about race and class. They are preoccupied with 'personalised learning', whereas we think the point is to teach the whole class, and to teach them the best that has been thought and said." Anthony O' Hear, (2004)
- "An independent school which fails to satisfy its customers will close in short order. This is not the case with state schools, **whose clientele are not customers so much as suppliants, who have to be grateful for what they get. (..)** Hardly surprising that too many state schools, not subject to minimal economic discipline, coast along in complacent mediocrity or worse, the damage compounded by the attempts of successive governments to regulate standards by otiose regulation and ideologically driven inspection. Anthony O' Hear (2013)



....which then becomes becomes political ideology  
(in England)



- Current English Education Secretary, Michael Gove, supports school-centred training and believes that *"The evidence shows that the best teacher training is led by teachers... The classroom is the best place for teachers to learn as well as teach."* (2013)
- *"I would rather have a physics graduate from Oxbridge without a PGCE teaching in a school than a physics graduate from one of the rubbish universities with a PGCE."* attributed to Mr. Nick Gibb, Minister for Schools, (England), May 2010



# ...and leads to the deregulation of England's schools .

## ❑ In England, there are:

- 179 free schools and 3854 independent, state-funded, academies, in which the headteacher may decide who can teach and what conditions will apply to their service
- no formal requirements for teacher qualification in these schools
- increasing opportunities for “qualification for teaching” through school-based routes, for example:
  - School Direct – a school-centred training scheme
  - Teach First- a fast-track route for able graduates
  - Troops in2 Teaching: and opportunity for ex-military personnel to become teachers



## ❑ In Scotland,

- none of these market-inspired routes exist. They do not meet the agreed professional standards of the teaching profession.



# Other professions need to be regulated....

What about  
teaching.....?





## ■ Teaching Councils

- ❑ Scotland, Wales, Ireland, Canada and Australia, New Zealand: a wide range of responsibilities
- ❑ emerging in Africa and Caribbean
- ❑ strong interest in other areas (e.g. Scandinavia, Portugal, Malta)
- ❑ BUT some teaching councils have not survived

## Government/state control

- ❑ USA
- ❑ Japan
- ❑ Most European Union countries
- ❑ Limited regulation in some countries
- ❑ and emerging trend towards *deregulation* in some others.



“We view teaching as a complex profession which requires high standards of competence, professional skills and commitment. We consider that high quality teaching is necessary to deliver high standards of learning for our students. We believe that quality teaching is achieved when teachers commit themselves to lifelong learning and ongoing reflection on their professional practice; when they have excellent knowledge of the curriculum which they are expected to teach; when they have deep and detailed understanding of how pupils learn; and when they have the confidence to apply and vary their pedagogical skills to meet the needs of learners in different and sometimes challenging contexts”.



# The big issues of teacher regulation

- Teacher Education: how do we ensure appropriately high standards of learning and qualification *on entry to teaching*?
- How can we be sure that teachers maintain (and improve) standards *throughout their careers*?
- How do we address questions of *teacher competence* and *teacher conduct*?
- How do we balance high standards with the need to maintain staffing levels and/or to respect national priorities?

AND

- Who should make these decisions? Government, a national agency or a professional body?



## 1. Government

- need to trust self-regulating bodies before giving up power
- can face difficulties with balance between regulation and control
- can find that decisions taken by professional regulatory bodies clash with a Government's priorities or ideology

## 2. Employers

- prefer to retain control and flexibility in the use of their employees.

## 3. Teachers

- may feel that someone else should meet the costs and charges of a body which has *power* over teachers
- can be concerned about changing standards if there is an impact on employment or conditions
- initially, can have concerns about the balance between regulation and control; and trust and accountability



## All teachers in Scotland must:

- be **registered** with GTC Scotland, the independent, professional, regulatory body for teaching (set up in 1965)
- have completed an academic course to **degree** standard
- have completed **a teacher qualification** in a university course accredited by GTC Scotland
- be appropriately qualified in the **relevant subject or stage of teaching**
- have attained the **full professional standard** before gaining for a permanent post
- present to GTCS every five years evidence that they are keeping their skills up to date (**Professional Update**)



## 2: Addressing issues of teachers weakness and competence

- What are we doing to address this problem?
- Do we help teachers to improve, especially when they are experiencing difficulties?
- Is competence a big problem? Or is there a bigger problem with teachers who are “adequate”?
- In Scotland, competence cases are handled in line with an agreed framework supported by unions and employers

Framework on Teacher Competence (FTC)  
[www.gtcs.org.uk/web/FILES/teacher-regulation/framework-on-teacher-competence.pdf](http://www.gtcs.org.uk/web/FILES/teacher-regulation/framework-on-teacher-competence.pdf)

DRIVING FORWARD PROFESSIONAL  
STANDARDS FOR TEACHERS



Framework on Teacher Competence (FTC)

March 2012



### 3. Teachers need to keep learning...

Teachers should be:

*“**Increasingly expert** practitioners whose professional practice and relationships are rooted in **strong values**, who take **responsibility for their own development** and who are developing their capacity both to use and contribute to the collective understanding of the teaching and learning process.”*

Donaldson Report *Teaching Scotland's Future* 2011



## 4. GTC Scotland professional standards

New standards published by GTC Scotland took effect from August 2013 (after wide consultation)

- Standard for Registration
  - provisional registration (on qualification)
  - Registration (having met professional expectations)
- Standard for Career-Long Professional Learning
- Standards for Leadership and Management
  - middle leaders
  - head teachers





- Key principles are that teachers have....
  - a responsibility to consider their own development needs
  - a requirement to provide evidence that they are keeping their skills up to date every five years
  - an entitlement to a system of supportive PRD
  - confirmation that they are maintaining the high standards required of a teacher

*“Teaching Councils of the kind that exist in Wales, Ireland, Scotland and Northern Ireland can be a very interesting model for other Member States to examine. They can play a significant role in the professionalisation of the teaching workforce, in promoting a culture of reflective practice and career-long learning, and in raising standards of teaching.”*

Xavier Prats-Monné, Deputy-Director General for Education and Culture at the European Commission, May 2013



University of Glasgow And finally, how did “good” education systems become “great”?

**By.....**

- ***“shaping the teaching profession such that its requirements, practices and career paths are as clearly defined as those of medicine or law”***
- ***“(achieving) improvement by the (centre) increasing the responsibilities and flexibilities of schools and teachers to shape instructional practice” AND***
- ***establishing mechanisms that **make teachers responsible to each other as professionals** for both their own performance and that of their colleagues.***

McKinsey report 2: “How the world’s most improved school systems keep getting better” (2010)

## Some conclusions

- In teaching there is a danger that educational policy can be defeated by political ideology
- We need to ensure that there is appropriate external *regulation* but to guard against unnecessary use of external *control*.
- Teachers have professional responsibilities. They will discharge these best in a collegiate atmosphere in which that there is both trust and accountability.



- teachers have high standards of knowledge and classroom skill
- there is strong emphasis on pedagogy and learning
  - teachers seek to maintain **and improve** standards
  - learning and career opportunities are encouraged and supported
  - teachers are encouraged (required?) to keep their skills up to date throughout their career
- leadership is built into the culture of teaching and that opportunities are available to teachers to accept leadership roles





# University of Glasgow One way forward in Europe: independent professional regulatory bodies which

- are engaged in activities relevant to teachers and to teaching
- ensure that teaching is seen as a complex, high order profession with appropriate entrance qualifications and standards
- set high professional standards of conduct and competence
- develop regulatory processes which are fair and equitable
- act with credible authority in pursuit of the ***public*** and ***professional*** interest
- are willing to stand up for and promote teaching- but **not** by acting as trade unions



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Can fake be genuine?  
Might there be genuine, fake teachers? Or can  
we make them all real?

