ARC EDUCATION PROJECT

12TH

ARC ThoughtMeet

The Future of Teaching

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ARC Talk 1: The Future of Teaching
Thought Leader: Jennifer Gore

"How do we understand good pedagogy? How do we understand good teaching?"
"How do we build good teaching capacity?"

Opening Question in Learnlab
How do you know your schools are producing quality?
- Engaged, happy, connected students who become happy employed adults.
- Motivated, committed, collaborative, trusted staff and teachers.

- The current context includes dire teacher shortages, decreasing student achievement, low equity, and poor engagement and behavior.
- It is not just about achievement, we have to be mindful of setting students for successful lives.
- We need initiatives that provide systemic improvement, not simple solutions.
- We have to think about investing in teachers and we need to deeply understand what pedagogy is and practice ways to honour it and decrease its complexity.

- We need to invest in professional development that has a transformative impact.
- Quality teaching rounds (QTR) is a professional development model for teachers, which has been found to improve the quality of teaching, teacher morale and efficacy, and student achievement. QTR has also shown to have even stronger effects in disadvantaged settings.
- QTR was used in 180 schools from 2014-2018, 1400 schools from 2019-2023 and in 2024 there are 1450 participating schools.
- QTR invites us to not think simply about parts but to think more comprehensively about how we understand what good teaching is and how we build good teaching capacity.
- QTR is a model based in respect for teachers: It validates their practice while building trust and relationships among them.
- QTR teaches teachers about general pedagogy and pedagogical concepts and not how to teach content areas (i.e. math and reading).

QTR process

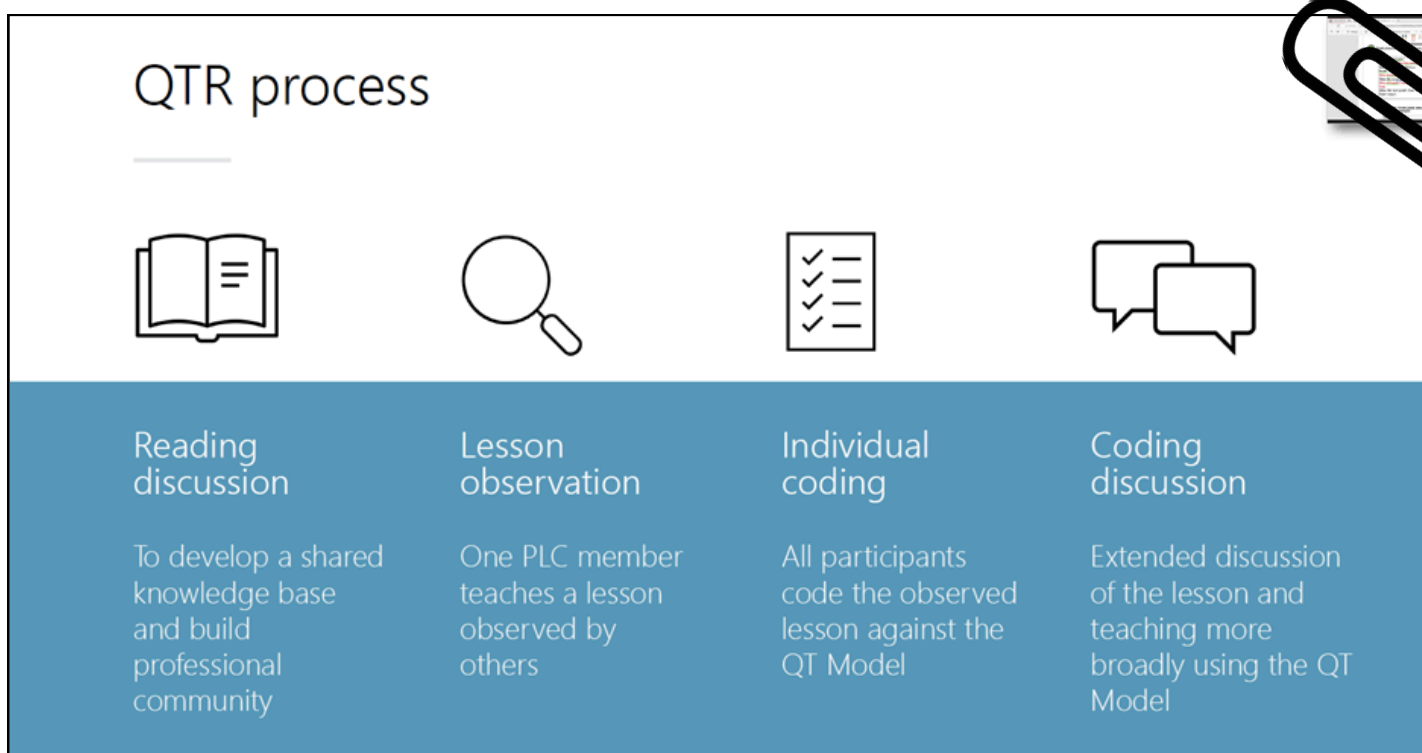| Two teachers attend a two-day workshop	Join with two other teachers to conduct a set of Rounds	One initiative, broad impact
– Online – F2F	– 4 days – 3 dimensions of pedagogy	– On teachers – On teaching – On achievement

- QTR is adaptable to multiple settings, allowing with any 4 teachers together (regardless of level and subject area), and it aims to create citizens.
- The only resistance is when teachers feel daunted by being watched by other teachers. QTR ensures confidentiality of the process and the fear of judgement by peers is quickly overcome.
- QTR is not a form of coaching or mentoring; it's more a peer-to-peer. People who participate in it have an equal voice: It is about a group of teachers who come together.
- QTR promotes new ways of relating: QTRs can help middle leaders to support in their leadership role as opposed to being expected to be the experts.

QTR process

Reading discussion	Lesson observation	Individual coding	Coding discussion
To develop a shared knowledge base and build professional community	One PLC member teaches a lesson observed by others	All participants code the observed lesson against the QT Model	Extended discussion of the lesson and teaching more broadly using the QT Model

- Effective professional development builds knowledge, motivates teachers, develops teaching techniques and is embedded in practice. QTR is built to be conducted during school hours, where teachers are released for the four days, and schools find different ways to schedule the time to show respect for teachers' schedules. QTR has been shown to increase the quality of teaching, increase morale, increase student achievement and these effects are greater in disadvantaged settings.

- It is important for principals to create time for teachers to have their professional development or wellbeing needs met.
- School leaders also need to enhance the coherence of initial teacher practice. A problem with initial teacher education with building coherence so that teachers feel confident before going into their practice.
- The cost of inaction. Resources are a challenge everywhere. But schools can start QTR slowly with 4 teachers, see what difference it does for them and take it from there. A study found that it returns 40 dollars to the economy for every 1 dollar invested.

Participant Responses in Learnlab
What resonated with you most and what would be the greatest enhancers/barriers to implementing QTR for the benefit of teachers and students in your context?

Enhancers/opportunities:
- Approaches the complexities of the teaching practices
- Importance of investing in professional development
- Seeing the effects on student achievement
- Seeing the effects on teacher performance
- Teachers working together / Promoting collaboration among teachers
- Addresses equity in disadvantaged settings

Barriers/challenges:
- Government approach to crisis with simple solutions
- Role of systems in crucial
- Lack of time needed for professional development
- Lack of collaboration among teachers
- System-wide scalability is a challenge
- Increased influence of social media in teacher practices

ARC Talk 2: The Future of the Teaching Profession

Thought Leader: David Edwards

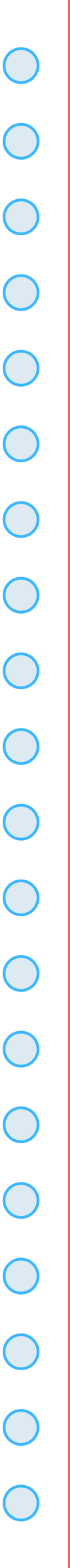"If we are going to make education work, we have to make education systems work."
"School leaders need the tools, the time and the trust to make the changes".
"A place called school matters. A person called teacher, matters."

Opening Question in Learnlab

Who does the future of the teaching profession most depend on – our teachers, our people, our governments, or our technology?

- Strong teachers
- School leaders
- Supportive governments
- Useful AI / technology
- Engaged students

- Education is Sustainable Development Goal number 4. Quality education encompasses: Learning, continuing to learn, knowing how to learn, and fighting to learn and to teach.
- 5 years ago the UN reported going off track due to debt, war, climate change refugees and teacher shortages. The use of unqualified teachers exascerbated the situation.
- An important lesson from COVID is that school matters, teachers matter, relationships matter.
- The idea of a technology-based, post-teacher world was quickly dismissed after the Covid pandemic proved it unrealistic/unfeasible given the fact that only half the world has Wi-Fi access.
- During COVID, schools closed and 1.5 billion students were studying remotely.
- The UNESCO global report on teachers shows there is not just a recruitment crisis but also there is a retention crisis. Teachers don't feel trusted, teachers don´t feel respected.
- Currently, 44 million additional teachers are needed worldwide.
- There is a worrying trend: How teachers are feeling viewed, their working conditions, how they are feeling undervalued in society, the violence they experience in the workplace, teacher suicide rate increasing, and a big lack of joy for showing up to teach. In addition, parents not wanting their children to become teachers.
- Teacher shortages are an accelerating trend and it is global in scale.

- The teaching shortage crisis is affecting both poor and privileged parts of the world. Teachers are burning out because they have lost the space or because they don´t have it due to extreme control, in addition to lack of parental support and contextual limitations.
- Bad ideas have hurt children, the profession and progress. We need to stop doing the bad things.
- The UN report on The Future of the Teaching Profession made 59 recommendations. To make education work we have to invest in making systems work.
- School leadership is crucial. School leaders have empathy because they understand the challenges.
- Professional development models and partnerships with universities, with schools and with centres are a good answer to this crisis.

Participant Responses in Learnlab
What resonated with you and what questions would you like to ask David Edwards?

Delegate experience:
- Professionally prepared and well-supported teachers should be a priority.
- Teacher well-being is important.
- There is a need to improve the status of the teaching profession and reduce the current lack of respect.
- There is a need to change the rhetoric in the education sector to reframe teaching and learning.

Delegate questions:

- Which should be the priorities or first steps to deal with teacher shortage in governmental policy cycles?
- How do we ensure a balance of quantity and quality in the teaching profession?
- What is the role of initial teacher education in the teacher shortage crisis?
- What is the role of technology in the teacher shortage crisis?
- What are some examples of countries that are addressing the teacher shortage crisis successfully?

Discussion Group Responses in Learnlab

- What we can do, from our role in the system, to maximise effective teaching?
- Provide time and flexibility for teacher professional development.
- Build teacher capacity to reflect on and improve their practice in their own context.
- Trust teachers to develop the school work.

Andy Hargreaves Closing Remarks

- The teacher hiring and retention crisis requires us to remove the bad things: Work load, paperwork, too much testing, lack of respect, bureaucracy and thinking that AI and technology can replace everything.
- We also need to think about how to do the good things: Respecting teaching for what it is, working together, increasing quality, engaging leaders and unions.
- Good designs are emerging in front of us.
- Let´s have enough despair so we are honest about the scale of the crisis and let´s have enough hope to find a solution. It is a crisis that we can resolve.