

WHAT DO WE REALLY MEAN BY TEACHER AUTONOMY?

Reimagining the teaching profession



University English Centres Australia (UECA) & UNSW Global PD Fest
Saturday 13 April 2019

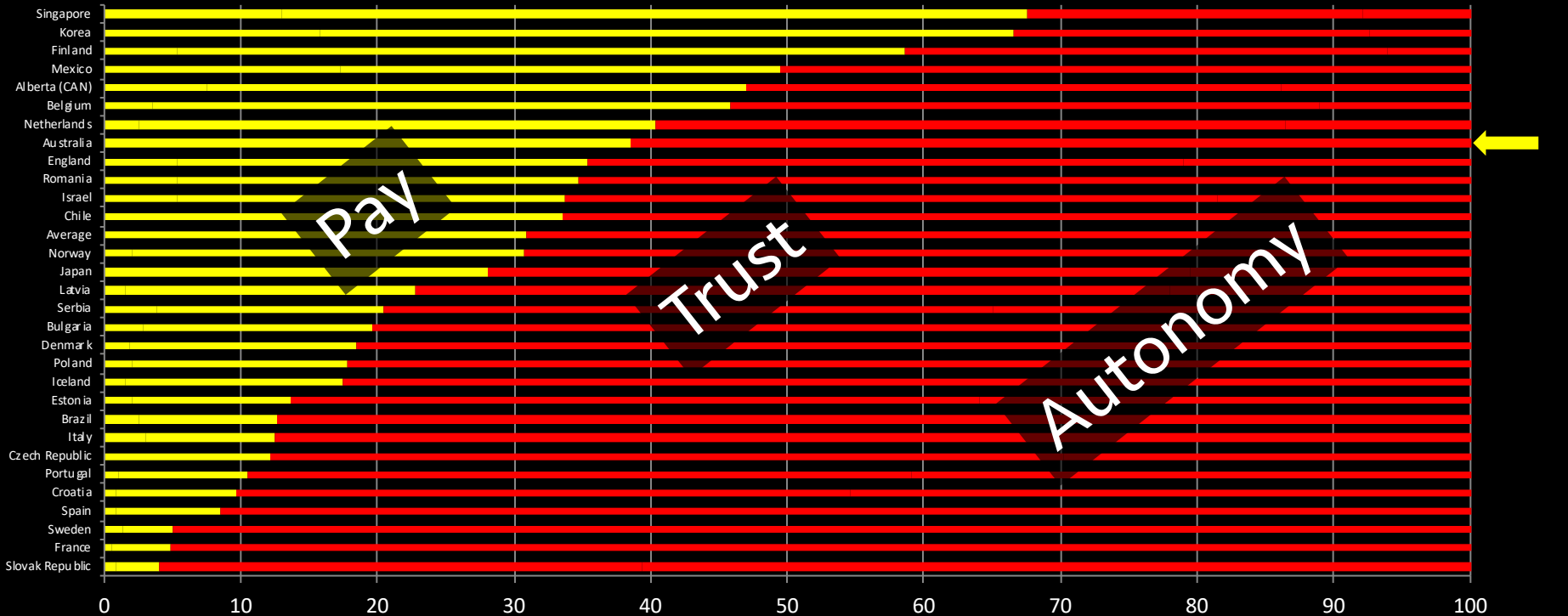
 [pasi_sahlberg](https://twitter.com/pasi_sahlberg)

The state of the teaching profession
around the world

Status of the profession

"I think that the teaching profession is valued in society"

Strongly agree Agree Disagree Strongly disagree



Changing students

DISCONNECTING

Alberta teachers have observed dramatic changes in their student populations over the past three to five years.

EMOTIONAL AND SOCIAL CHALLENGES



of teachers say that the number of students with emotional challenges has increased.



of teachers say that the number of students with social challenges has increased.

85%

of teachers say that the number of students who need behaviour support has increased.



“ Is a student’s increasing online presence decreasing real-world satisfaction and positive peer-to-peer interaction? ”

— Elementary school teacher

MOOD DISORDERS

3 out of 4 teachers say that the number of students with cognitive challenges has increased.

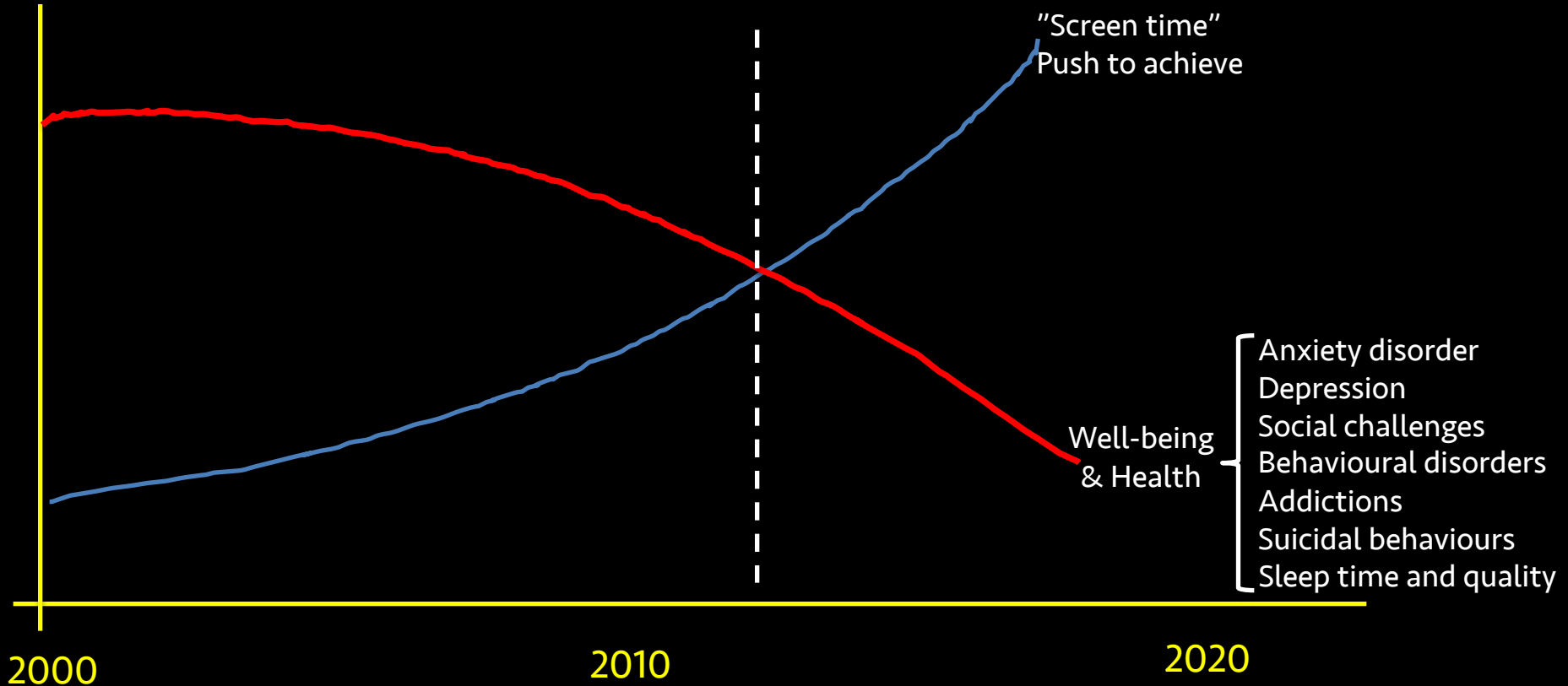


STUDENT CHALLENGES

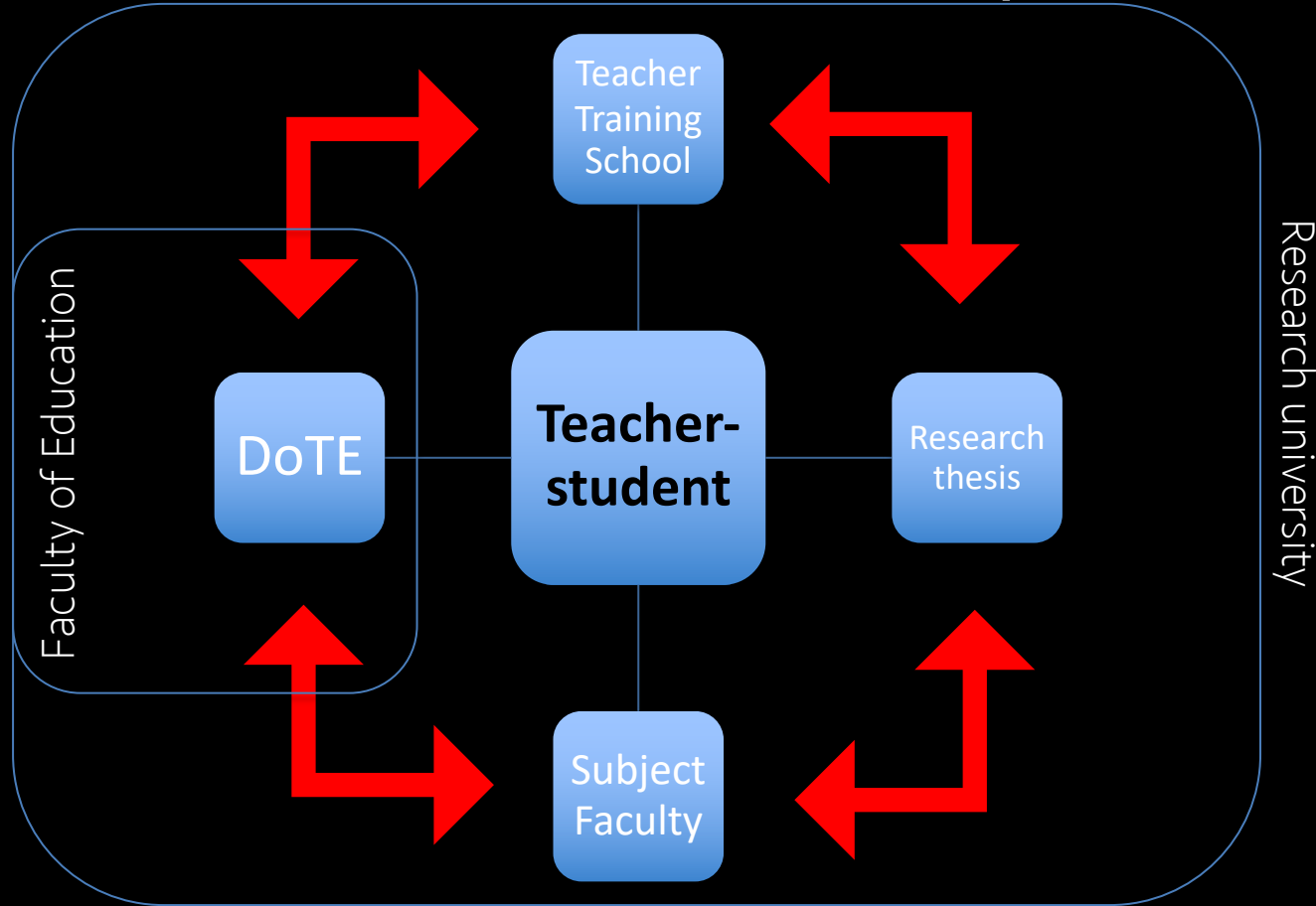
ANXIETY DISORDER 85%

DEPRESSION 73%

Changing students



From technical to clinical profession



Facts and myths about teachers & teaching

Fact or Myth?

~~MYTH~~
“The most important single factor in improving quality of education is teachers.”

– “Waiting for Superman” (2010)

Fact or Myth?

“School systems that grant more autonomy to schools to define and elaborate their curricula & assessments tend to perform better than systems that don’t grant such autonomy.”

– PISA 2012, vol. IV, 52.

Fact or Myth?

“The quality of an education system cannot exceed the quality of its teachers.”

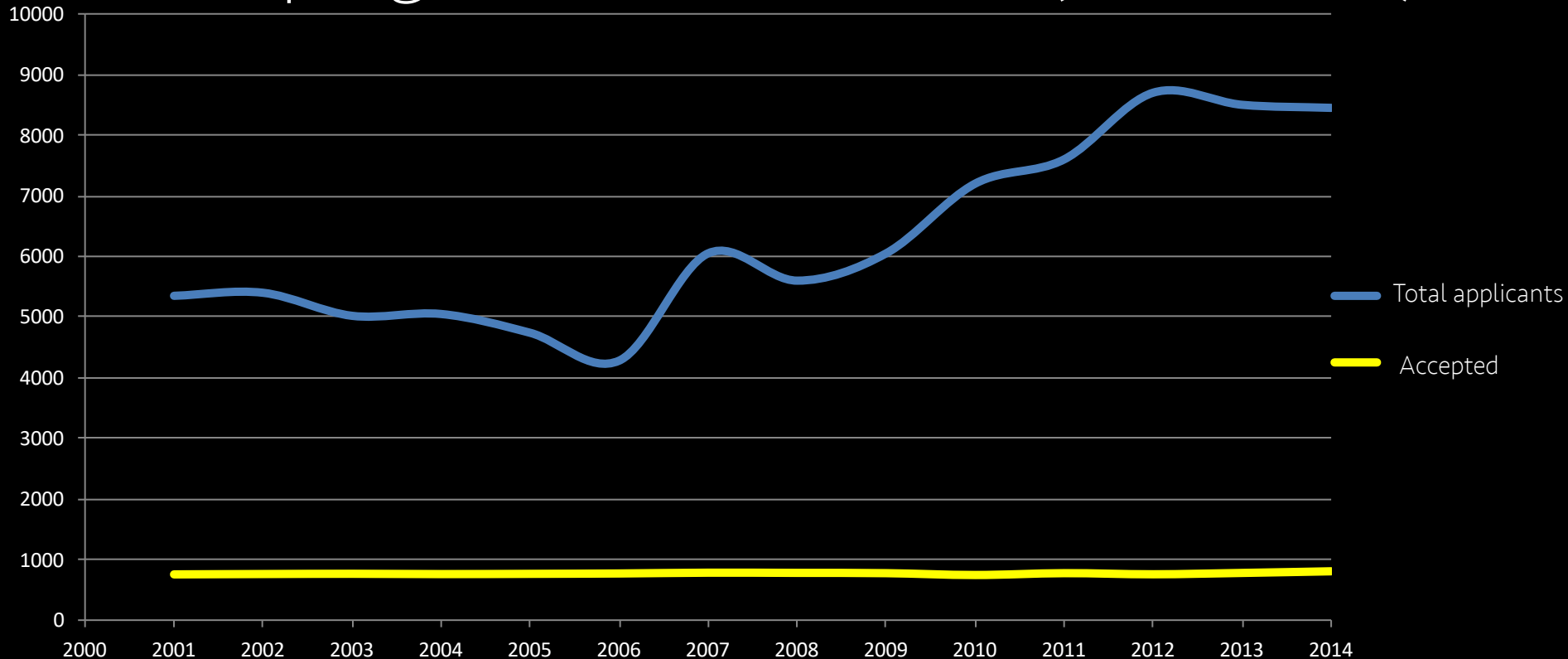
- McKinsey 2007, p. 16

The myth of the best and the brightest

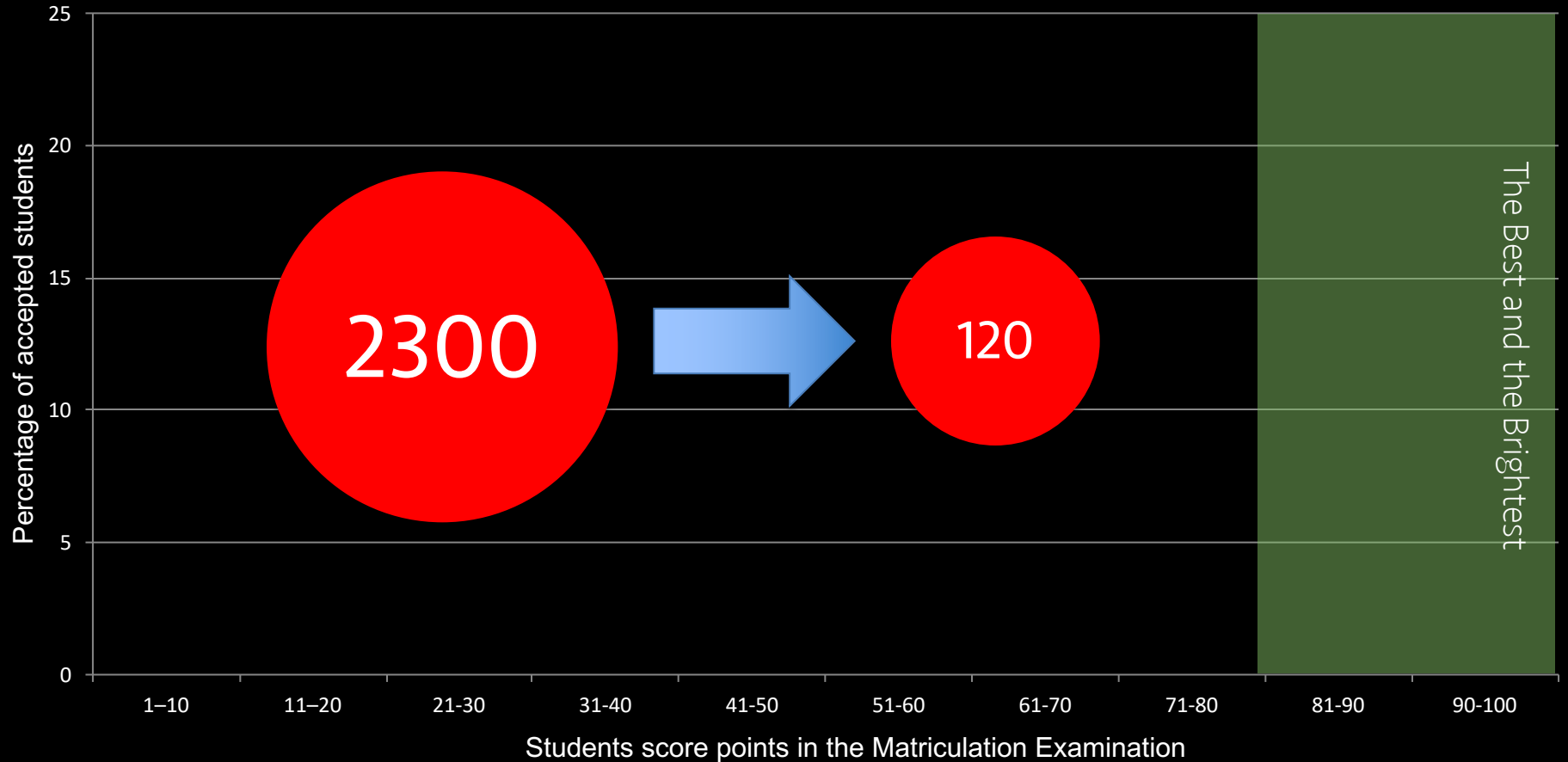
"We need to attract the best and brightest to join the profession. Teachers are the key in today's knowledge economy, where a good education is an essential foundation for every child's future success."

- Andreas Schleicher OECD Director of Education and Skills

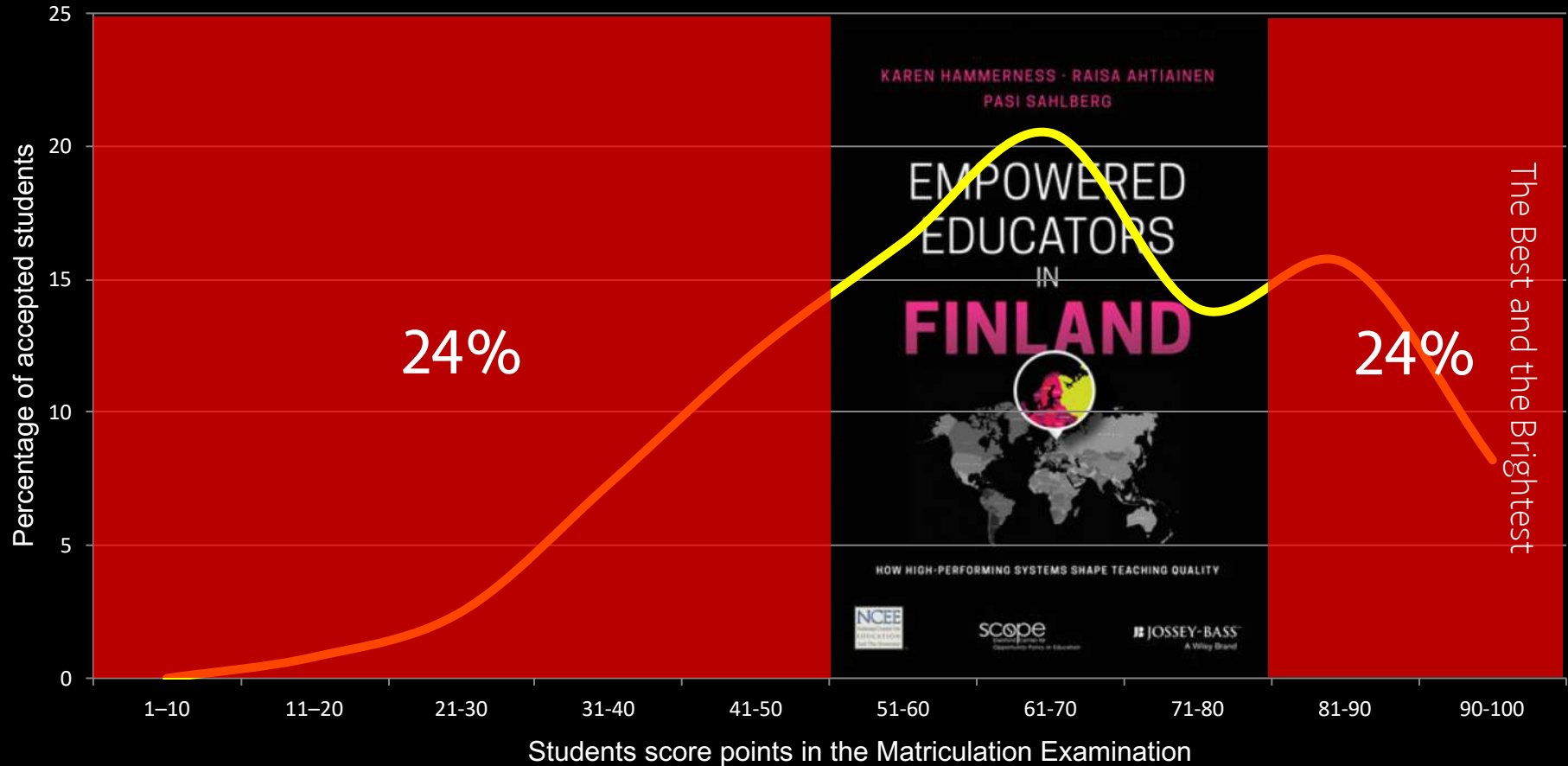
Applicants to primary school teacher education MA programmes in Finland (2001-2014)



Academic profile of accepted students: Primary School Teacher Education Programme (MA), University of Helsinki, 2014



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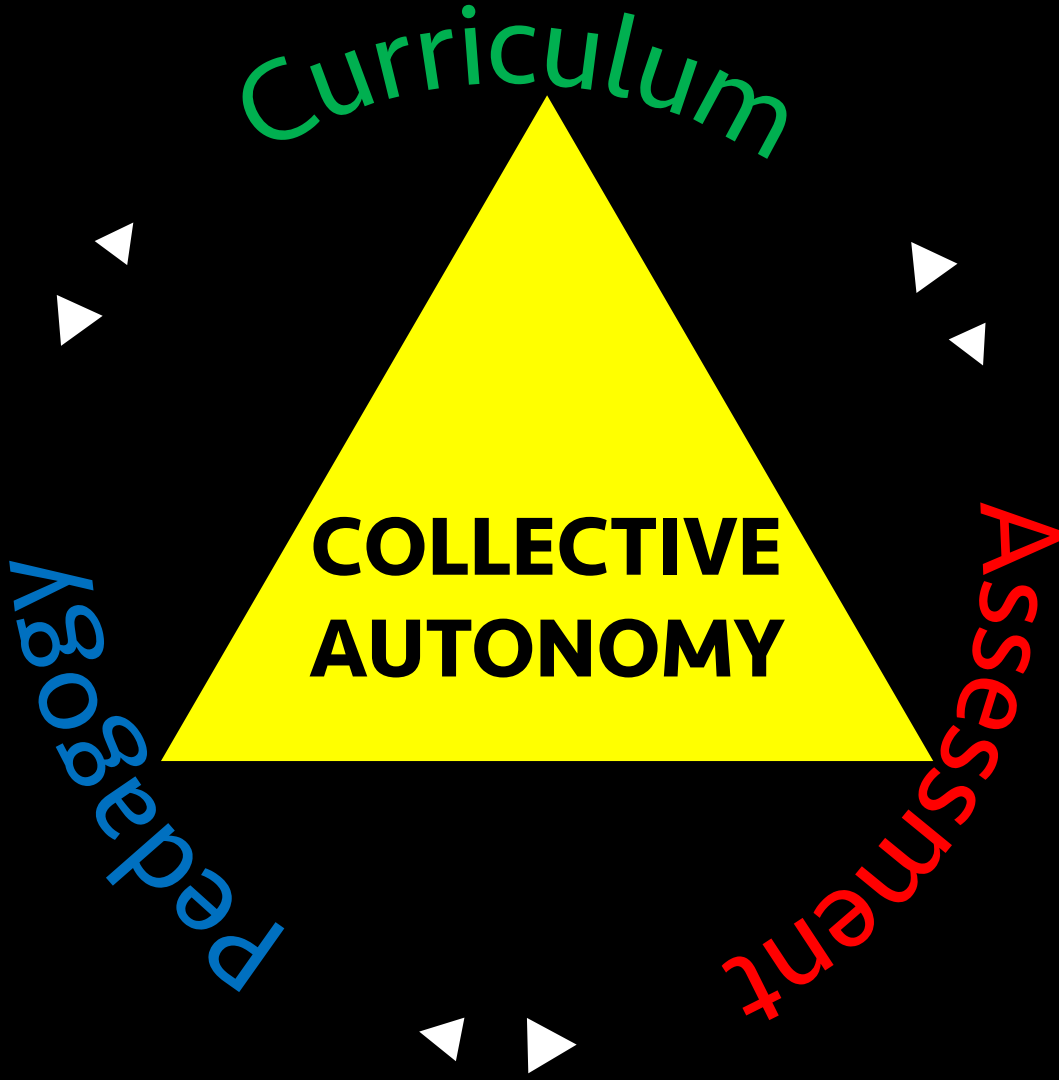
COLLECTIVE AUTONOMY

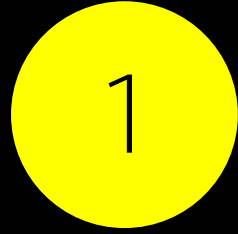
Curriculum

**COLLECTIVE
AUTONOMY**

Assessment

Pedagogy





Teaching as a collaborative profession

Culture that permeates the whole school or system.

Regular quality feedback related to improvement.

Collective responsibility for all children's learning.

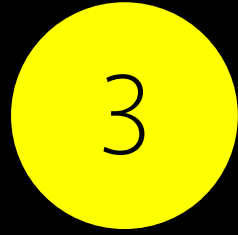


Teaching as a leadership profession

Understanding student learning.

Leading students to achieve and grow.

Being responsible for own professional learning.



Teaching as a clinical profession

University-school partnerships.

Research-based master's degree programmes.

Extensive clinical training: Supervision, expert modeling of practice, and teaching diverse students.

THANK YOU!

