



CHALLENGING VISIONS OF THE FUTURE CLASSROOM

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Teaching and Learning International Survey (TALIS)

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Challenges

- Still working within a framework of single schools, single classrooms, single teachers
- Uncertain results increase the difficulty of winning support for change
- Constraints imposed by performance and accountability frameworks
- Demanding of teacher repertoires – what to do if insufficient skills base?



Teaching today for learning tomorrow

- Producing more of the same type of education is not enough to address tomorrow's challenges.
- Routine cognitive skills are no longer the answer.
- What was taught used to last a lifetime...
 - Now individuals need to be lifelong learners.
- Today we need teachers to be high-level knowledge workers.
 - **But** are knowledge workers attracted to teaching as a profession?

Improve the societal view of teaching as a profession

Recruit top candidates into the profession

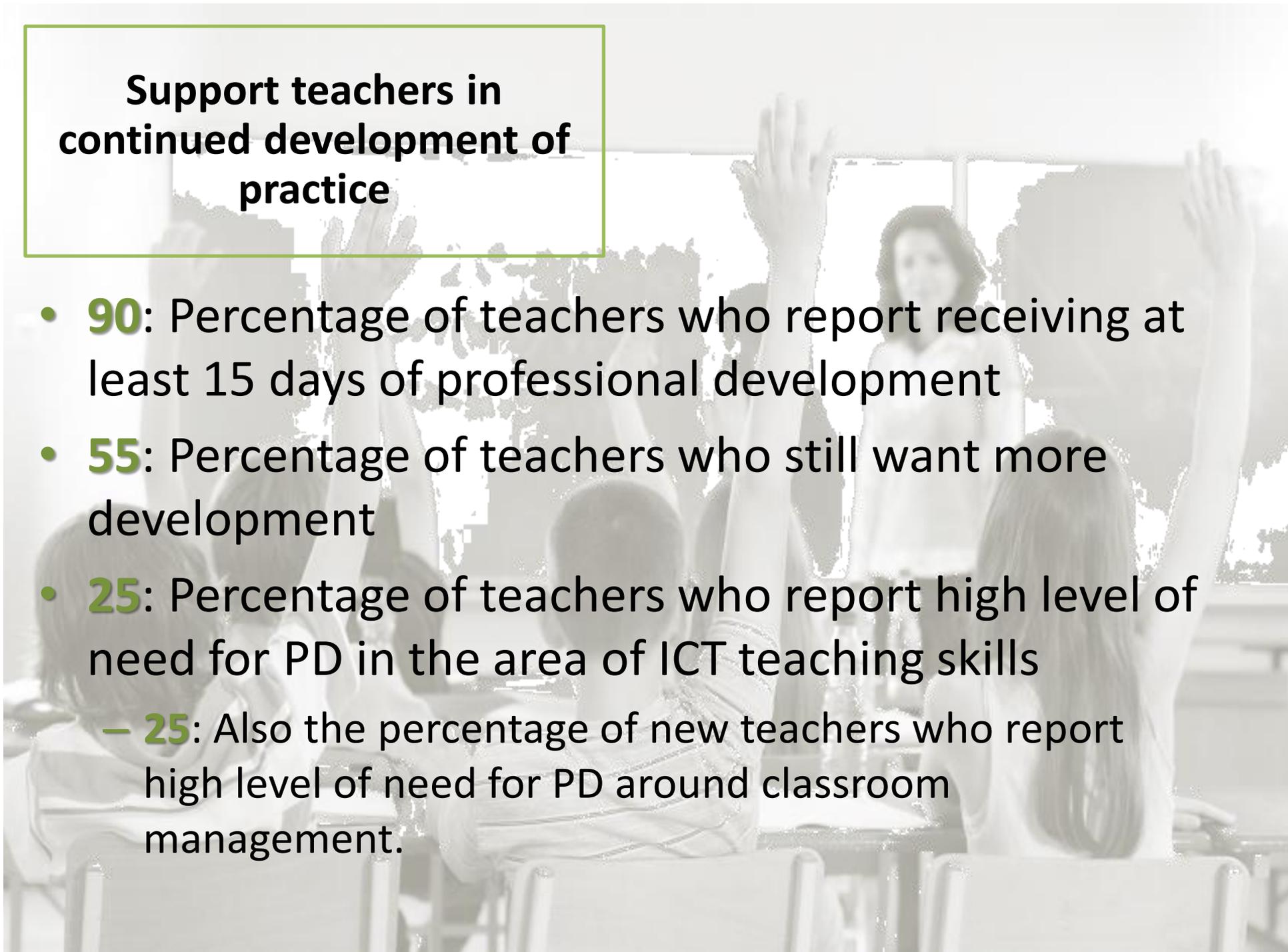
Developing teaching as a profession

Support teachers in continued development of practice

Retain and recognise effective teachers – path for growth

Recruit top candidates into the profession

- **29,801**: The average salary, in USD of new teachers entering the profession
 - Ranges from **15,000** to above **40,000** across EU
- **22**: Average class size for new teachers
 - Vs. **24** for their more experienced colleagues
- **18**: The percentage of time, on average across TALIS countries, that new teachers spend keeping order in the classroom.



Support teachers in continued development of practice

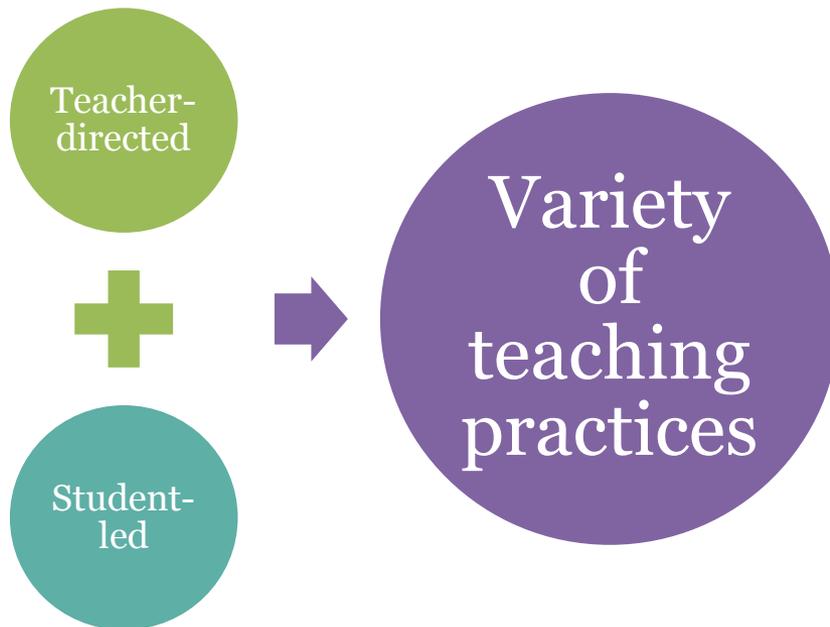
- **90**: Percentage of teachers who report receiving at least 15 days of professional development
- **55**: Percentage of teachers who still want more development
- **25**: Percentage of teachers who report high level of need for PD in the area of ICT teaching skills
 - **25**: Also the percentage of new teachers who report high level of need for PD around classroom management.

Retain and recognise effective teachers – path for growth

- **83**: Percentage of teachers who agree that the appraisal and feedback they have received are fair
 - **73** : Percentage of teachers who find appraisal and feedback helpful in their development
- **26**: Percentage of teachers who believe they would receive rewards for improving the quality of their teaching...
 - or for teaching more innovatively...
- **1 in 4**: Number of teachers for whom appraisal and feedback is linked to increased professional development opportunities



How are teachers teaching?

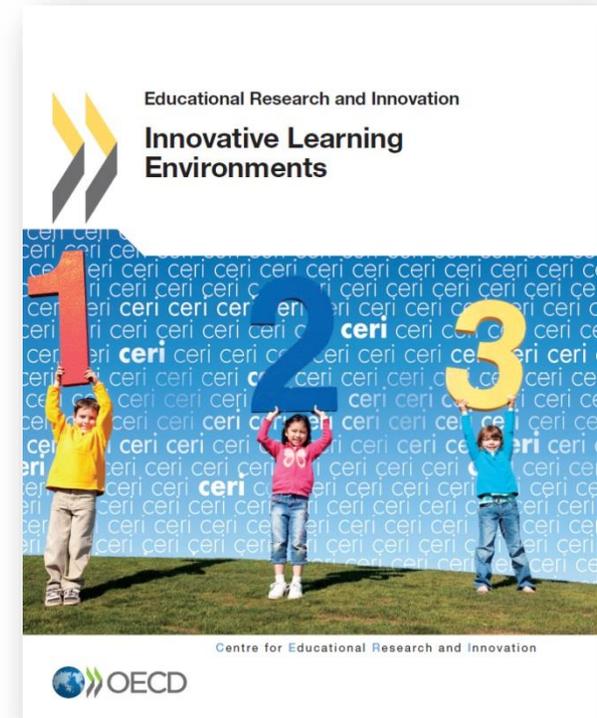


FINDING: TALIS found that only a minority of teachers reports a comparatively diverse and frequent use of different classroom teaching practices.



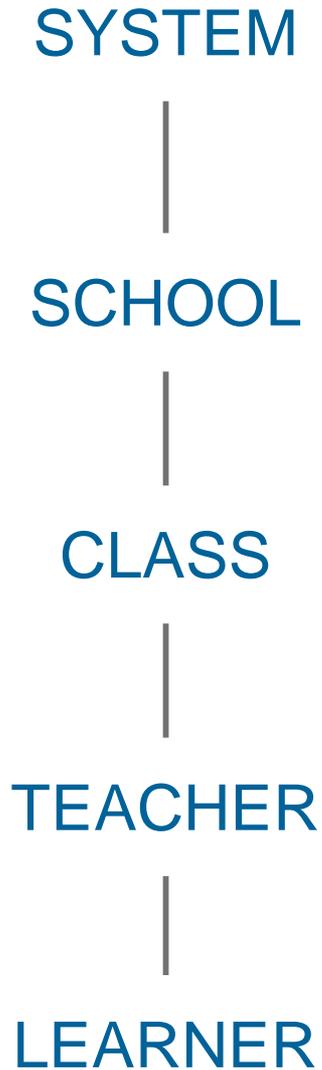
How do we innovate?

- New publication (September 2013) released from Innovative Learning Environments project.
- This volume looks at 40 “innovative cases” and their experiences



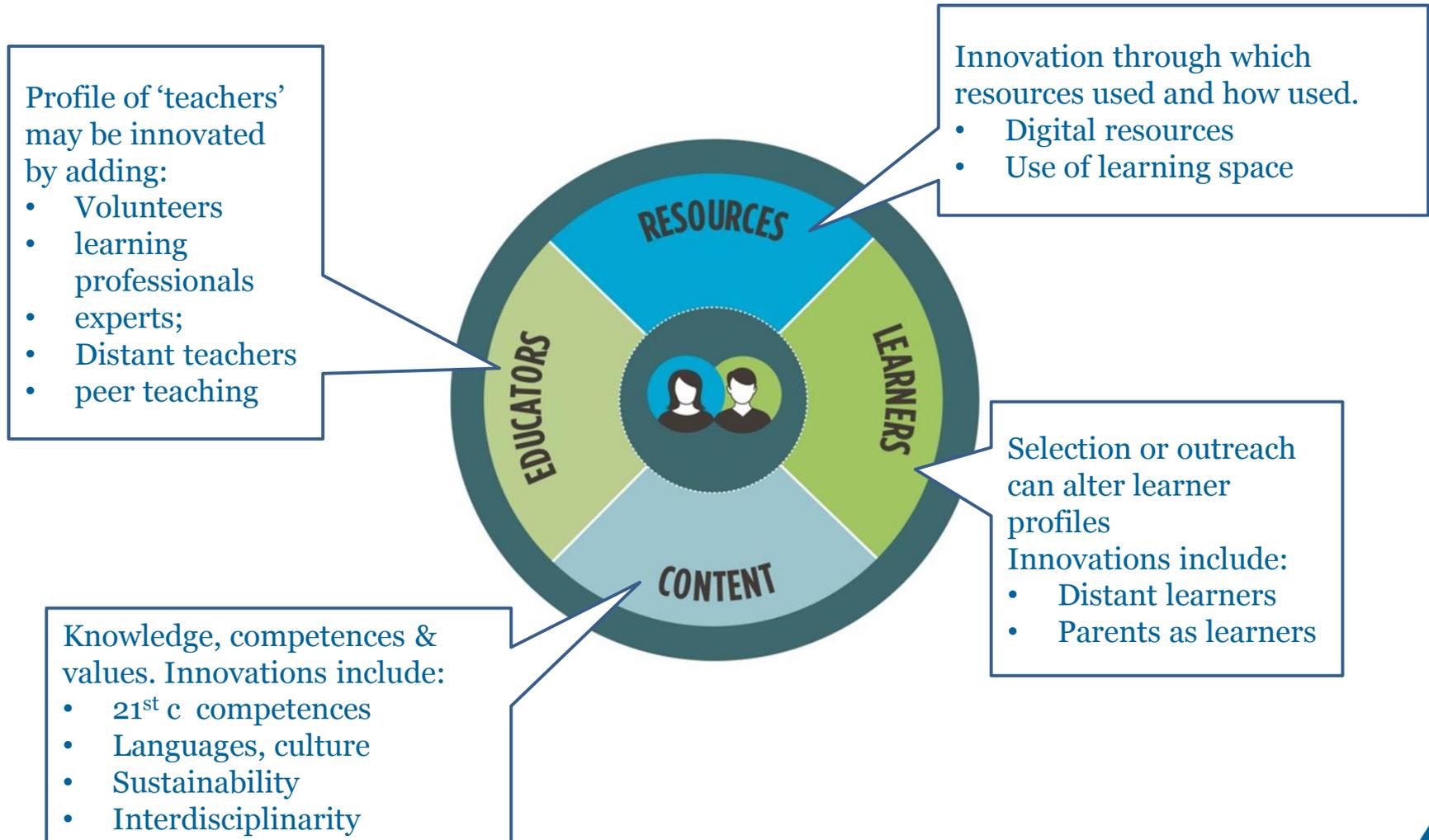


Common framework to address schooling & learning





Innovating the basic elements of the 'pedagogical core'





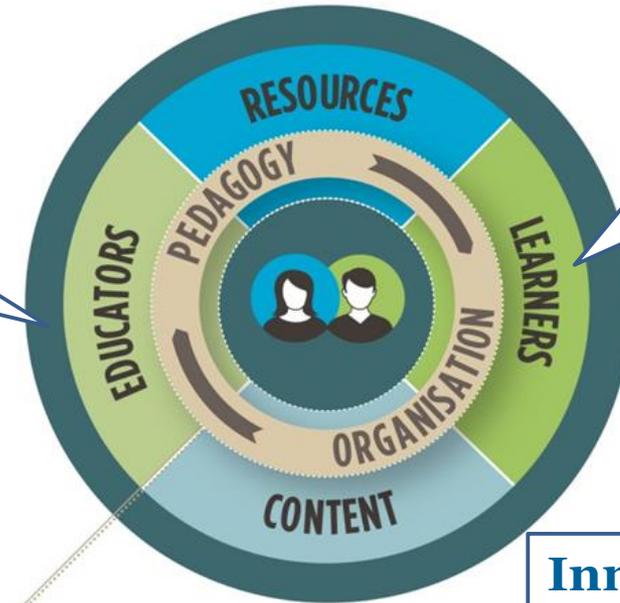
Innovating the organisation and dynamics of the 'pedagogical core'

Teacher grouping

Team teaching to expand pedagogical possibilities
Team teaching to target specific learners
Varying team and individual teaching

Rescheduling learning time

Flexibility in timetabling
Personalised timetabling
Rituals
Incorporating distant & non-formal learning elements



Learner grouping

Varying size & profile of learner groups
Smaller groups in larger groups
Mixed age groups

Innovating pedagogical options

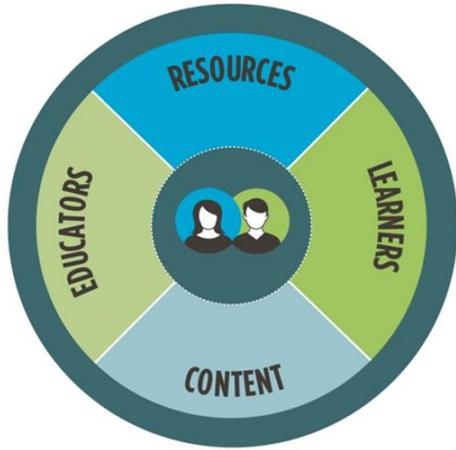
Options include:
Inquiry-based methods
Tech-rich possibilities
Strong formative feedback
Remixing pedagogies

Organisation & pedagogy

- Groupings
- Use of time
- Pedagogy & Assessment



How can technology make a difference?



- Technology can recast all of these elements:
 - Learners: New learners can be brought in to the learning environment
 - Educators: Online tutors or experts, connections with experts in other locations
 - Content: Opening up previously inaccessible knowledge, enhancing equity of access, making use of 21st skills.
 - Resources: Technology itself, virtual learning environments, etc.

Bottom line: Innovate on the elements of the core, focus on learning, learners and formative feedback within the organisation.



THANK YOU

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