

PROFESSIONAL Educator

2019 Edition 2 • Volume 21

Australian College of Educators

Claiming the Profession: Teacher Agency

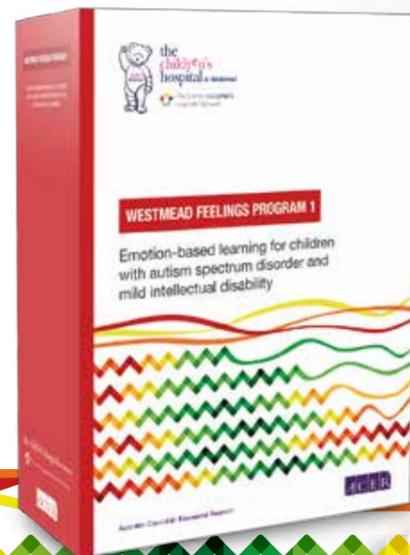


Teach children with ASD and mild ID to understand their own and others emotions.

WESTMEAD FEELINGS PROGRAM 1

A 15-month intervention program teaching children with autism spectrum disorder (ASD) and mild intellectual disability (ID) about emotional understanding and social awareness, in close collaboration with parents, teachers and facilitators. Not just clinic-based, the Westmead Feelings Program helps parents and teachers become emotion coaches, supporting children to manage their feelings in everyday settings.

Delivered in fun and engaging group sessions, WFP 1 provides the opportunity for children with similar abilities to form long-lasting friendships. Parent sessions connect families with each other in a safe environment to share experiences and support, while sessions for teachers ensure cohesive implementation of WFP 1 strategies across the school.

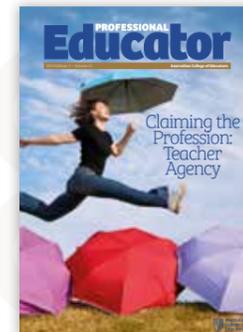


Visit our website to find out how you can teach emotional awareness to children with ASD and mild ID!

<https://acer.ac/wfp>



CONTENTS



REGULARS

Editorial	4
ACE President's column	8

FEATURES

A new look at improving teacher recruitment, engagement and retention	10
The Chartered College of Teaching: Raising the status of the teaching profession in England	14
Teachers in Singapore: What challenges do they face in the midst of education reform?	16
What matters in education: Flip the System Australia	20
Talking to and about teachers: Resisting deficit discourses	22
Just take a breath: The impact of mindfulness training for school principals	26

OPINION PAPERS

Making Hope Practical: Post-Liberalism, Visible Thinking and the 21st Century Classroom	30
An Australian Teacher's Experience of the United Kingdom	34
Improving the status of teaching and World Teachers' Day	36
Three Horizons – Inspiring a Future for Educational Change	40

SPECIAL FEATURE

A Profession and a College of Education (edited)	46
Celebrating the past: Shaping the Future	48
Teacher Quality: A Central Concern of the 1990s	50
Our archival collections	54

BOOK REVIEW

Reclaiming Education: Renewing schools and universities in contemporary western culture	55
---	----

EDITORIAL

Claiming the Profession: Teacher Agency

Dr Julie Rimes FACE, FACEL, FAICD Editor



Throughout the 1950s teachers from across Australia were discussing the possibility and advisability of forming a professional organisation. These discussions reached a point of action in late 1958 when a group of respected teachers, most of whom had reached the highest professional standing within education, convened a dinner at Wesley College in Victoria to more formally discuss the establishment of a form of Institute of Teachers. The College was formerly established at the Founders' Convention held in May 1959 at Geelong Grammar School in Victoria.

“A movement, so to speak, was taking root, led by teachers who viewed their chosen profession as much more than simply a career”

A movement, so to speak, was taking root, led by teachers who viewed their chosen profession as much more than simply a career. These leaders sought to proudly take ownership of their profession and champion progress, innovation and development to drive Australia's education forward.

This, I would argue was the beginning of teacher agency in Australia. A movement whereby those with the greatest knowledge, expertise and investment in the education profession – that is educators, sought to collectively influence and drive Australia's education – its structure,

practice and the policy that forms its foundations. The vehicle through which they chose to do this was, of course, the Australia College of Education, as it was then known.

Some sixty years later there has been a lot of water under the bridge, as they say. Governments have come and gone, some more quickly than others, education policy has been developed, reviewed, re-developed; education practice has and continues to evolve based on research and practical experience. Throughout this, educators, and sadly that is all too often its teachers have, I would argue, been the focus of escalating negative public narratives about the underperformance of Australia's education system.

There now appears to be a growing disquiet throughout the teaching profession that somewhere along the way Australian education has been hijacked – concerns regarding top-down bureaucracy, increasing constraints on teachers' professional autonomy, accountability driven workloads, collegiality dampening processes, standardised testing

regimes, the commercialisation of education, the limited value placed on teachers and their expertise ... the list goes on.

In this edition of *Professional Educator: Claiming the Profession – Teacher Agency* we asked contributors to explore the complexities of being an educator, not only here in Australia but internationally. We put forward a number of questions for our contributors to consider such as: Is it time for teachers, passionate, dedicated professionals, to reclaim the profession? Surely those who live and breathe education have something meaningful to contribute to the direction and nature of school education? So, what is important in education? What are the real problems and what needs to be done? How can teachers bring their expertise to the table and be part of creating a better education system for our children and our society?

We start this edition at the beginning. If we, as educators, seek to claim our profession then we must necessarily address how people enter our profession and build a meaningful and fulfilling career. Unfortunately, there appears, at least anecdotally, to be evidence that in terms of being champions for our profession, we, as educators, sometimes fall short, with a focus more on the perceived negatives of being an educator than the personal and professional satisfaction that this career choice brings.

In her article, *A new look at improving teacher recruitment, engagement and retention - Attracting able students into teaching - the challenges of recruitment and retention*, Professor Joan Abbott-Chapman investigates more innovative approaches to both teacher and student engagement whilst highlighting the fact that teacher satisfaction and happiness do, actually matter! Joan draws on research that affirms the importance of the 'virtuous cycle' of teacher and student classroom enjoyment that ties student achievement and teacher enthusiasm and confidence.

It is not only educators within the Australian context who are seeking ways to influence and drive the education profession. This edition also includes contributions from overseas colleagues who explore how teacher agency is being pursued in different settings.

Dame Alison Peacock in her article *The Chartered College of Teaching: Raising the status of the teaching profession in England* challenges the status quo driven by the demands of the inspectorate and politicians. She advocates for an 'insider' led alternative approach to school improvement that ensures creativity and inclusion flourish. Alison argues that there is an overwhelming need to build teachers' confidence to think differently, to question and to embrace lifelong learning. Based on her experience as a school-based educator, Alison is leading an organisation that unequivocally believes in the positive voice of educators being heard.

Given the seemingly overwhelming focus of governments, the media and the general public on education performance as measured by national and international standards, Dr Jason Tan's article *Teachers in Singapore: What challenges do they face in the midst of education reform?* provides an interesting investigation into the challenges faced by educators in what is widely regarded as a high-performing education system such as Singapore. Jason explores the historical context which has given rise to Singapore's current international standing and highlights the focus of the Singaporean Ministry of Education on the professionalisation of teaching. He goes on to explain the challenging position Singaporean teachers often find themselves in a 'bridge' between the Ministry of Education and other stakeholders such as parents and students in a dynamic and constantly evolving education system.

Here in Australia, Deborah Netolicky, Jon Andrews and Cameron Paterson in their article *What Matters in Education: Flip the System Australia* put forward the argument for a fundamental shift, a flip, if you like, in the Australian education system that replaces 'top-down accountability with bottom-up support for teachers'. The authors explore the current 'state of play' within the education system highlighting the seemingly entrenched 'holy grail' of achieving a clinical relationship between inputs and outputs. In essence, the article argues that a 'flipping of the system' – empowering teachers to shape the education profession, elevating the voices of those working in schools and delivering locally-produced solutions developed through collaborative expertise will build a movement, a 'collective roar', as it were, that will result in an education system built on trust and agency driven by empowered teachers.



Dr JR Darling - founder



Geelong chapel service

The Australian experience is investigated further by Dr Abbey MacDonald in her article *Talking to and about Teachers: Resisting deficit discourses*. The article has its foundations in the demoralising ramifications that may ensue when the apparent battlelines drawn by the media in the public domain have an impact on teachers. Casting teachers and teaching in deficit terms and attempting to apportion blame has, understandably, had a negative impact on the morale of teachers. Abbey MacDonald proffers the need for teachers to be given time, space and a voice that enables them to articulate how the challenges and opportunities inherent in fulfilling education priorities impact on their work and lives.

The final feature article titled *Just take a breath: The impact of mindfulness training for school principals* by Johanne Klap, Associate Professor Judith MacCallum and Professor Caroline Mansfield recognises the pressures and challenges associated with leadership within the education profession and suggests mindfulness training as a possible avenue through which to successfully and sustainably traverse the demanding leadership landscape. Noting the importance placed on education leaders to model positive health and wellbeing, Johanne Klap, drawing on her experience as an executive leadership coach and professional development facilitator, investigates if mindfulness skills such as 'increased awareness' and 'openness to experience' have the potential to pave the way for a more meaningful and transferable leadership learning experience.

Our collection of Opinion Pieces for this edition explore an interesting range of topics related to being a teacher, celebrating the teaching profession and, of course, teacher agency.

Dr Bruce Addison's article *Making Hope Practical: Post-Liberalism, Visible Thinking and the 21st Century Classroom* puts forward a strong argument for optimism and hope to be a 'must' currency of schools in the face of a world seemingly in perpetual crisis. He goes on to suggest that, as educators, one of our chief responsibilities is the creation of learning environments in which both deep and robust thinking flourishes. The importance of and commitment to visible learning to provide a solid foundation for deep learning is, Dr Addison argues, essential.

Nick East is an Australian Educator who taken his skills and expertise as a teacher, across the world to practise in the United Kingdom. In his article *An Australian Teacher's Experience of the United Kingdom*, Nick provides a personal (and at times brutally honest) perspective of being a part of the education system in the UK. At its core, the piece is a cautionary tale that highlights the absolute need for teachers' skills, expertise, professionalism and knowledge to be not only respected but heard and included as a driving force in the development of education systems, policies and practice around the world.

Emeritus Professor and Fellow of the Australian College of Educators, Colin Power AM is an advocate and champion of the teaching profession. In his article *Improving the status of teaching and World Teacher's Day*, he sets out the argument for education authorities to recognise and productively engage teaching professionals to elevate the status of teaching not only in Australia but internationally. Colin draws on the experiences and knowledge gained throughout his incredible career as an educator to discuss the international foundations of work relating to status of the teaching profession and the establishment of World Teachers' Day 25 years ago by UNESCO. He goes on to highlight the disparity between teaching's occupational status (as opposed to professional status) and calls on all educators, through ACE as their professional association, to ensure that education authorities, students, the broader community and the media work with educators to elevate and support the incredible work teachers around the country and around the world do.

Finally, this edition includes a series of extracts and seminal 'historic' articles written by current and former members of the Australian College of Educators throughout the course of our long and proud history. These articles provide an insightful perspective of the foundations of the College and the premise on which the College was built – unsurprisingly teacher agency was a critical component.

Starting with an edited abstract from *A Profession and a College of Education* is the Opening Address of the Founders Convention, May 1959 delivered by visiting academic Professor David Harris Russell (1906-1965). Dr Russell urged the delegates at the Founders Convention that there was a need for a profession and leadership that only it could provide to develop education as a discipline.

Next we include the introductory remarks made by two of Australia's most loved and respected educationalists and Fellows of the Australian College of Educators, Professor Emeriti Headley Beare and Phillip Hughes in relation to the creation of A National Declaration for Education 2001.

From our ACE Year Book of the same year (2001) ***Beyond the Rhetoric: Building a Teaching Profession to Support Quality Teaching***, edited by Kerry Kennedy, we have chosen to include and edited extract from the introductory chapter entitled 'The Teacher Quality Debate: Focussing on the Professional and Personal Dimensions'.

To round out our special feature Dr Jill Abell, President ACE Tasmania has provided information relating to the ACE National Archives titled *Our archival collections: Charting the growth of the profession*.

For many, this will be a challenging and no doubt controversial edition of Professional Educator. This edition is a call to arms, so to speak, similar to the one that laid the foundations of the Australian College of Educators in 1959. As educators, be it in the classroom, the lecture theatre, in a vocational setting or the myriad of other environments in which we teach, we need to claim our profession. We need to proudly (and perhaps even defiantly) make it known that we are teachers, we are highly qualified professionals who have an incredibly significant and important role to play in driving our country forward. As such we are laying claim to our profession. Our experience, expertise and knowledge will direct the course that is chartered for our profession and for education more broadly.

I do hope you are challenged and inspired in equal parts by this edition of Professional Educator.

PRESIDENT'S COLUMN

Dr Phil Lambert FACE, PSM National President and Chair Australian College of Educators



This edition of *Professional Educator* aims to spark a serious discussion relating to how we, as educators, have influence over, input into and control of Our Profession. As has been noted by many authors (Lasky, 2005; Leander & Osborne, 2008; Priestly, Biesta & Robinson, 2015) the term 'teacher agency' has gained increasing prominence in education literature over the past few years. However, a clear, exact construct of what teacher agency actually is appears to remain elusive. The contributors to this edition of *Professional Educator* explore teacher agency through a number of different lenses. As you will read one of the common threads throughout these articles relates to the absolute necessity of elevating the status of the teaching profession – not only here in Australia but internationally. In my opinion, the importance of education and educators cannot be overstated – a quality education delivered by highly skilled and experienced educators in settings tailored to ensure the best possible learning outcomes is a universal right. This 'right' has been enshrined in many national and international declarations including the Melbourne Declaration.

A New Declaration

Few education policy initiatives in Australia have had the kind of outcomes that the 2008 *The Melbourne Declaration on Education Goals for Young Australians* (known as the Melbourne Declaration) produced. Based on previous declarations¹ and national policy efforts, the Ministers and officials responsible for the 2008 declaration should be rightfully pleased with the legacy they left.

The Melbourne Declaration provided the vision and policy platform for a number of far-reaching initiatives: the development and eventual endorsement of Australia's first national curriculum; national professional standards for teachers; and significant national assessment program and reporting mechanisms.

However, it was not just these pioneering achievements that can be attributed to the 2008 Declaration for important settlements were also reached in several areas that lifted us above parochial and personal interests to address the nation's aspirations for its young people and clarified Australia's priorities.

Three relevant priorities were established. One crucial to moving forward in reconciliation with our First Nations peoples; another acknowledging our regional reality, key trading partnerships and relationships; and another accepting responsibility for the sustainability of the planet and its resources. The Declaration also elevated understandings about the knowledge, skills and dispositions we need to embed in teaching and learning to equip our young people with contemporary competencies required for life and work, articulated through a set of seven general capabilities.



The Declaration's goals and proposed actions signalled commitments to: make education provision in Australia accountable and transparent; ensure all Australian students, regardless of their circumstances, are successful learners; and create world-class curriculum and assessment.

It is now more than ten years since the Melbourne Declaration. Given the significant changes that have are taking place locally and globally, we are overdue for a new one.

The Australian College of Educators has been working behind the scenes with a group of other professional organisations to encourage, inform and support the efforts of the Education Council as it progresses work on reviewing the Melbourne Declaration.

Some stakeholders have a strong view that the Melbourne Declaration is yet to achieve its promise and should remain in place, as is. Others favour a different set of ideals to those foregrounded in 2008 and, accordingly, call for a radical rewrite.

The Australian College of Educators is seeking the best possible outcome from the review and the development of a new Declaration, be it made in Sydney, Darwin or the Bush. The name does not matter. What matters is that the new Declaration is driven by a bipartisan spirit to equip our young people with the competencies they need for their future, that Educators play an integral part, lead and influence the development of a new declaration based on their expertise and experience as professionals and that ACE, as the voice of the profession, continues to play a strong and influential role in achieving this end.

¹ The Hobart Declaration on Schooling (1989) was superseded ten years later by the The Adelaide Declaration on the Goals for Schooling in the Twenty-First Century (1999) which was in turn superseded in December 2008 by The Melbourne Declaration on Education Goals for Young Australians.



A new look at improving teacher recruitment, engagement and retention

Adjunct Professor Joan Abbot-Chapman - University of Tasmania

Attracting able students into teaching - the challenges of recruitment and retention

Teaching is a vocation rather than merely an occupation, denoting personal commitment to the service of others. Teachers with a sense of vocation say that “their greatest satisfaction is to contribute to the growth and development of children” (Skilbeck, 2007, p.81). This kind of sentiment was highlighted nearly 30 years ago in the study of factors affecting teacher recruitment and retention, based on a survey of nearly 2,000 secondary students in both government and non-government schools (Author, 1991). Findings showed that the small percentage of students who said they wanted to be teachers was influenced more by intrinsic rewards associated with ‘helping children to learn’, rather than extrinsic rewards of salary, status, working conditions, and long holidays. Those who did not want to teach, also cited intrinsic factors such as ‘negative attitudes of students and their parents towards teachers’. They did not want to teach students like themselves! Sadly, many said that their own teachers had advised them against going into teaching.

The report noted that government policies prioritising careers in science, technology and commerce, with associated financial and prestige rewards, plus students’ problem classroom behaviour, publicity about dropping teaching standards and declining teacher morale, all combined to make teaching a less attractive career for school leavers. This was pushing serving teachers out of the profession and contributing to the high turnover of beginning teachers. Since then changes in the political,

social and technological landscape have conspired to make things even more difficult for teachers. Evidence shows that teachers’ work has become more diversified, intensified, more open to political and public scrutiny, with heavier workloads, increasingly governed by performative dictates of accountability and economic management, and what Ball (2015) has called the ‘tyranny of numbers’. It is imperative that we take a new look at how we can make the profession more attractive to able students, and more enjoyable for experienced teachers (Masters, 2016). This involves promoting the intrinsic as well as extrinsic rewards of teaching in ways that will increase the engagement of students, restore teacher morale and improve the recruitment and retention of teachers in the longer term (Author, 1991, p.130). This paper discusses examples of innovative approaches to teacher and student engagement that demonstrate that, in considering teacher recruitment and retention, ‘teacher satisfaction and happiness do matter’ (Skilbeck, 2007, p.96).

THE INTRINSIC REWARDS OF TEACHING – TEACHER AND STUDENT ENGAGEMENT

There is a relationship between teachers’ perceptions of student engagement and their enjoyment of, and confidence in, their own teaching (Martin, 2005). Conversely, teachers’ passion for their teaching and subject content knowledge influences teacher/student classroom interaction as well as teacher self efficacy and job satisfaction, and students’ self reported well-being (Teacher and student classroom enjoyment

The mastery of teaching practice and the development of teachers' self efficacy result from long experience of mutually respectful teacher/student interaction

influence each other in a virtuous cycle and are reflected in student achievement and teacher enthusiasm and confidence (Frenzel et al, 2009). This process affirms teacher vocation and intention to remain in teaching. Teachers' resilience in the face of the uncertainties and disappointments of classroom interaction is also increased (Gu & Day, 2013).

Willard Waller said that the effective teacher learns from 'a thousand crises met and mastered' (Waller, 1932). The mastery of teaching practice and the development of teachers' self efficacy result from long experience of mutually respectful teacher/student interaction, reinforced by enjoyment of student achievement. Therefore we need to find innovative ways to make classroom teaching and learning more enjoyable if we are to attract able students into teaching and keep them in the profession. Masters (2016) suggests that among changes needed in schools are more interdisciplinary approaches to curriculum, less passive, reproductive learning and greater focus on creative problem solving and use of technology, away from traditional classroom settings. In other words we need to think outside the square.

IMPROVING STUDENTS' SCHOOL ENGAGEMENT

School engagement has three interrelated dimensions - cognitive, behavioural, and affective (Christenson, Reschly, & Wylie, 2012). The cognitive dimensions include students' performance of academic tasks and their acquisition of learning competencies, while the behavioural dimensions include students' attendance (including truancy), patterns of interactions with teachers and peers, and the degree of participation in curricular and co-curricular activities. The 'affective' or emotional dimensions of school engagement, which include students' pleasant or unpleasant emotions related to learning and achievement, have received more research attention in recent years and are epitomised by feelings of school enjoyment or boredom (Frenzel, et al, 2009; Hall & Goetz, 2013). These emotions are associated with motivation to learn, sense of belonging, self-concept as a learner, resilience, and study persistence. Students' school engagement has also been found to be associated with students' long term educational and occupational achievement, health and wellbeing (Author., 2014). These findings have implications for students' classroom behaviour since levels of students' engagement have been found

to be associated with their participation in health compromising risk activities such as smoking cigarettes, drinking alcohol and using illicit drugs. Higher levels of school engagement are associated with lower levels of participation in health compromising risk activities and higher levels of participation in health promoting activities such as physical exercise and sport.

Student views about what helps them enjoy school include positive relationships with teachers and peers, engaging lesson delivery and teacher support for student learning (Gorard & See 2011). An inclusive school culture that involves student participation in a wide range of curricular and co-curricular school activities and the development of school social capital also increases students' positive attitudes to learning (Semo & Karmel, 2011). In some schools this involves greater integration of Health and Physical Education (HPE) initiatives within the wider curriculum in a holistic approach to students' personal development. Activities include greater emphasis on healthy 'fun' activities such as physical exercise and sport, and 'embodied curriculum' activities in the visual and performing arts, especially music and dancing (Ang, Penney, & Swabey, 2012; Barrett & Bond, 2015; Caldwell & Vaughan, 2012). These creative, interdisciplinary and flexible approaches to curriculum are 'more productive than striving for performance above all else,' (McWilliam 2008, p.69). Activities usually take place apart from traditional classroom settings, in what have been called 'third places' (Oldfield, 2000).

CREATING 'THIRD PLACES' FOR TEACHER AND STUDENT ENGAGEMENT.

Opportunities for periods of physical withdrawal from traditional classroom settings are important for reducing teacher and student stress and increasing engagement. In the face of rapid, and sometimes threatening, social and technological changes young people search for meaning and identity in familiar, friendly and safe places in the physical rather than the cyber world. They have shown they need to withdraw to third places of relaxation and enjoyment, indoors or outdoors, where they have the freedom to interact with peers and, on occasion, trusted adults (Author, 2015). 'Third Places' (Oldfield, 2000) are 'neutral' spaces separate from the two predominant places of home and work (or school as 'work'). In the wider community they are casual, socially 'level' meeting places for unstructured leisure, informal interaction and conversation and may include such places as cafes, coffee shops and corner stores. Such places are accessible, welcoming and comfortable and may involve food and drink, but not necessarily.

Third places used by young people include parks and shopping malls, where friends regularly congregate to 'hang out'. They are important for social interaction, play and recreation and encourage verbal, non-verbal and symbolic interchanges that engender a sense of belonging, acceptance and identity among users. 'Green' spaces in the natural environment are particularly beneficial for individuals' mental and physical health and wellbeing, as shown by a number of studies. In the school setting, 'green' playgrounds and the presence

of trees and grass, have been found to encourage healthy activity (Dyment & Bell, 2008). The benefits of withdrawal into third places are enhanced by periods of 'screen free' time that encourage sociality and active learning. Some schools are now banning students' smart phones in class in an effort to combat cyber bullying, screen addiction, separation anxiety and the learning and memory problems associated with over use (Carr, 2010).

Third places in schools may include practice and performance areas for drama and music groups and classes, art rooms, student and teacher common rooms, school sports facilities and events, student vegetable gardens and school farms, including working with and caring for animals. Even school breakfast programs and clubs may be regarded as third places, with the potential for improving student sociality and classroom behaviour, over and above their stated aim of providing food security for disadvantaged students (Jose et al, 2019). Each school, in community and cultural context, will choose its own third places for enjoyable teacher and student activity and interaction, in consultation with community leaders and parent groups.

INTEGRATION OF PHYSICAL ACTIVITY INTO THE CURRICULUM

Physical activity has been linked by a number of studies to a range of academic and health benefits. Schools are often unable to give physical activity sufficient priority because of resource and time constraints. One innovative solution is to integrate classroom physical activity into the teaching and learning of academic concepts. This has been promoted by schools in the USA as 'Purposeful Movement', for example incorporating physical activity in academic instruction of mathematics (Snyder et al, 2017). Another innovative approach is the introduction into the classroom of short 'mind breaks' and 'movement breaks' led by the teacher. Both teachers and students benefit from using unstructured movement breaks as third places, in which to escape the stress of performativity.

The 'breaks' in classroom routine, either inside or outside the classroom, of short energizing boosts of activity send oxygen to the brain and give students the opportunity to pause, move, stretch and interact in safe, supervised ways and basically to 'let off steam'. After this they generally settle down well and retain information more easily. Such breaks are innovative and fun and may involve dance moves, banging drums, singing or chanting and playing noisy or calming music.

Biographies

Joan Abbott Chapman Joan gained her Ph.D. in Social Anthropology at the University of Edinburgh UK followed by research and teaching appointments in the Sociology Departments of the Universities of York and Bristol, UK and New York University and City University, New York, USA. During her appointment as Principal Scientific Officer and Sociologist with the UK Ministry of Overseas Development Joan focussed on maternal and child health, status of women and the role of education and training in rural development, being appointed twice as a U.K. delegate to the United Nations Social Development Commission. After joining the Faculty of Education, University of Tasmania as a Research Fellow in 1984, Joan held a number of senior research and teaching positions, including Directorship of the Youth Education Studies Centre. She retired from her position as Professor of Education at the end of 2010. Following a short-term research position with the Menzies until the end of 2011, Joan has held Honorary appointments with both the Menzies and the Faculty of Education, first as a University Associate and currently as an Adjunct Professor.

Students with health or mobility problems are assessed beforehand, parents and professionals consulted, and activities tailored accordingly. Teachers and schools interested in exploring the possibility of implementing these initiatives will find a number of websites providing guidelines for teachers.

CONCLUSION:

If we are to improve teacher recruitment and retention, we need to explore ways of making teaching a more enjoyable and engaging experience. These may include providing more opportunities for interdisciplinary teaching, including greater integration of the HPE curriculum in active and creative learning, away from traditional classroom settings. Approaches discussed include innovative and fun interdisciplinary, physical activities and 'movement breaks' in the classroom or chosen 'third places'. Teachers will no doubt have their own suggestions about other ways in which increased teacher and student enjoyment and engagement may be improved that are appropriate to their school and community setting.

References

Selected References: A full reference list is available from the author at j.abbottchapman@utas.edu.au

- Ball, S.J. (2015). Educational governance and the tyranny of numbers (Editorial). *Journal of Educational Policy*, 30 (3),299-301.
- Caldwell, B. J., & Vaughan, T. (2012). *Transforming Education through the Arts*. London: Routledge.
- Christenson, S. L., Reschly, A. L. & Wylie, C. (2012) *Handbook of research on student engagement*. New York, USA: Springer Verlag.
- Martin, A. (2005). The relationship between teachers' perceptions of student engagement and teachers' enjoyment and confidence in teaching. *Asia-Pacific Journal of Teacher Education*, 34(1),73-93.
- Masters, G. (2016). *Five Challenges in Australian School Education Policy*. ACER Policy Insights, Issue 5. Camberwell, Vic.: Australian Council for Educational Research.
- McWilliam, E. (2008). *The Creative Workforce: How to launch young people into high flying futures*. Sydney: UNSW Press.
- Skilbeck, M. (2007). To be a Teacher. Chapter 5, in Maclean, R. (Ed.) *Learning and Teaching for the Twenty-First Century: Festschrift for Professor Phillip Hughes*. New York: Springer Science-Business Media, LLC. pp. 79-100.

The Chartered College of Teaching: Raising the status of the teaching profession in England

Professor Dame Alison Peacock DL, DLitt

In England a new interest in teacher professionalism is stirring. I am the Chief Executive of the Chartered College of Teaching, a professional body that opened for membership in January 2017.

I joined the College as their first CEO, having spent all my career as a teacher and headteacher. My success as a school leader was not achieved by second-guessing the latest demands of our inspectorate or politicians, but through engaging as an insider-researcher leading and documenting an alternative approach to school improvement. The story of our 'rags to riches' school where creativity and inclusion flourished, inspired many teachers in England to realise that conformity to an external agenda was of itself limiting.

In establishing a new professional body, my ambition is that we build teachers' confidence to think differently, to question and to embrace lifelong learning for the potential liberation that this offers. When we act in an informed, expert manner, we are more likely to achieve high results not only for ourselves but for our pupils. To date 26,000 teachers and trainees have joined the Chartered College and subscriptions are growing. Our mission is to celebrate, support and connect teachers to provide excellent education that benefits pupils and society. Through high quality evidence-informed professional learning and Chartered Teacher recognition, we believe we shall raise the status of the teaching profession.

What has spurred this move towards a more research-informed teaching profession in England? There are several key issues that have emerged over the last decade:

1. Grassroots professional learning initiatives have

begun to take place on Saturdays all over the country. There is an appetite for evidence within education (and in wider society generally) and for teachers to set the agenda for their own learning.

2. The inspectorate has consulted and developed a new inspection framework that asks schools to be ready to explain the *intent* of curricular and pedagogic actions, to demonstrate the effectiveness of *implementation* and also to illustrate the *impact* of these leadership decisions. This can best be achieved when leaders and teachers are confident and informed about 'what works' within their school context.
3. With a fragmented education system with different groupings of schools and a shift of the locus of power away from Local Education Authorities, there is a thirst for teachers to become professionally informed about evidence that may impact meaningfully in *their* classrooms. Teachers are keen to gain national recognition via Chartered Teacher Status (CTeach).

In common with other areas of the world, England is suffering a crisis of poor recruitment and high levels of attrition from the teaching profession. There are approximately 500,000 qualified teachers in the UK and nearly 250,000 UK teachers currently work abroad. Clearly there are challenges within the education system that chime with the themes of this journal. We hear from teachers that in many cases they regret a decline in agency alongside increased accountability, there is a lack of flexible working provision and overall individual workload has reached breaking point.

What we seek to do as a professional body, is to rebuild a sense of collegiality. There are deep divides within the English teaching profession about optimal pedagogical approaches. Through our quarterly themed journal *Impact* we respect the wide range of approaches that are valued within our schools and offer a plurality of voices that are nevertheless underpinned with rigorous peer-review and citation of relevant evidence. For the first time in England we have a journal that combines teacher voice with the voice of academic researchers. Our Head of Product, Miriam Davey, came to us from Bloomsbury Press and for each edition we offer an open call for papers and then balance contributions with commissioned pieces that ensure that we avoid ideology. In seeking to grow membership and widen appreciation for our mission we have provided a free copy of one journal a year to every school in England (and on one occasion to the entire United Kingdom). Gradually our insistent, positive voice on behalf of teachers is being heard.

Kraft and Papay (2014) looked at the differences between schools where teachers continue to develop throughout their careers, and those where teachers' effectiveness plateaus over time. The features of schools where teachers continued to develop included opportunities for professional learning, chances to collaborate with other teachers, consistently enforced behaviour policies, a culture of trust, a focus on pupil attainment, and any teacher evaluation processes being focused on development instead of performance. Sims (2017), meanwhile, explored the elements that influence teachers in England's job satisfaction and retention, and found similar themes came out, along with, unsurprisingly, effective leadership and a manageable workload.

It follows that these principles apply not just in schools, but at every level of educational systems. We need this kind of strong professional culture globally, with local leadership supporting schools to develop a professional learning culture where progression, collegial support, intellectual challenge and engagement in professional communities become an entitlement for teachers. For schools and school trusts to be able to effectively develop a strong professional culture, they need to exist in a system where this is not just valued, but expected. Of course, building this kind of strong professional culture at a system level takes time, as does breaking the habit of being 'done to' by politicians, rather than being trusted to be the drivers of our own professional practice. Ultimately, if we want to be part of a profession that is autonomous, collegial, and respected, and if we want teachers to feel trusted, developed, supported, and recognized for their expertise, then educational professional bodies across the world have a key role to play.

Biographies

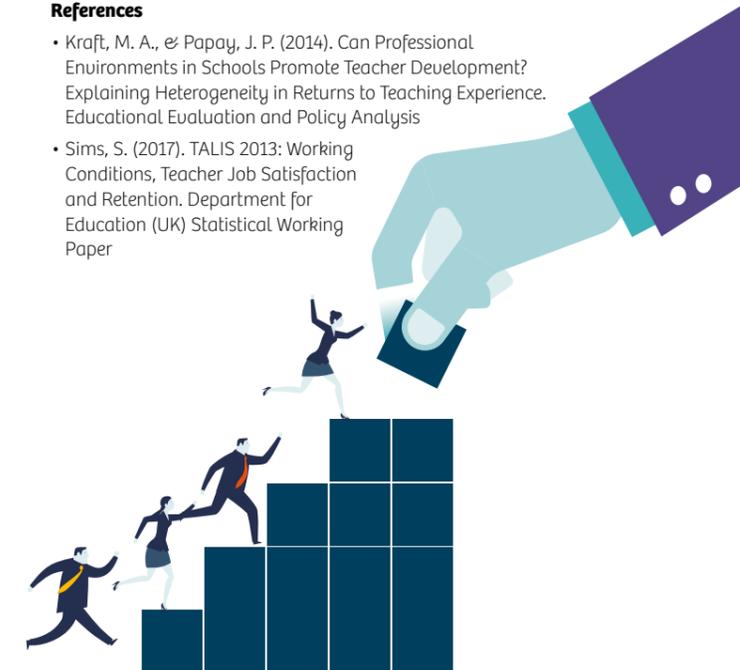
Professor Dame Alison Peacock was appointed in August 2016 and became the Chartered College's Chief Executive on 1 January 2017. Prior to joining the Chartered College, she was Executive Headteacher of The Wroxham School in Hertfordshire. Her career to date has spanned primary, secondary and advisory roles. She is a member of the Royal Society Education Committee, a peer member of the Teaching Schools Council and a trustee of both the Chartered Institute of Educational Assessors and of Teach First. In March 2015, Alison was appointed by the Department for Education as a member of the commission on assessment without levels and she is author of Assessment for Learning without Limits.

The Department for Education in England had the vision to fund the Chartered College of Teaching for our first four years. From April 2020 we become fully independent of government and increasingly representative of teachers within our system who see the benefits of learning together and gaining accreditation for their efforts. We are grateful to our Royal Patron, the Duke of Edinburgh, for his support and look forward to learning from the rest of the world as we continue relentlessly on behalf of teachers everywhere to raise their status and give our young people their best chance of realising what education has to offer their lives.

I have huge ambition for the teaching profession that transcends persistent cynicism and determinism. I believe the energy for enhanced professionalism that we aim to build in England is reflected in many nations across the world. Education and the capacity for young people to imagine the unimaginable is needed for all our futures. We can only hope to begin to achieve this if we truly recognise and liberate our teachers. This is not an agenda about dumbing down or making teachers' lives easier – far from it. This is about providing access to research, high-bar professional accreditation in common with other professions and the highest possible expectation. This will not be easy but the prize is great. The more expert, inspired and impassioned our teachers become, the greater the opportunity to enable our young people to begin to flourish in all areas of life. Education matters now, more than ever; strengthening teacher professionalism provides the future we need.

References

- Kraft, M. A., & Papay, J. P. (2014). Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Educational Evaluation and Policy Analysis*
- Sims, S. (2017). TALIS 2013: Working Conditions, Teacher Job Satisfaction and Retention. Department for Education (UK) Statistical Working Paper



Teachers in Singapore: What challenges do they face in the midst of education reform?

Dr Jason Tan - National Institute of Education, Singapore

Singapore's education system has won international acclaim over the past two decades after its students began regularly to clinch top positions in international comparative tests of education achievement such as PISA and TIMSS. Several academic studies have pointed to effective teachers as a key factor in enabling this success.

At first glance, therefore, teachers in Singapore would appear to have a much easier time than teachers in many other countries who are facing budget cuts and allegations of underperformance. However, teaching in what is widely regarded as a high-performing education system presents its own set of challenges.

This article examines teachers' work in Singapore by first outlining the changing demographics of the teaching workforce. It then highlights recent Ministry of Education initiatives to enhance teacher professionalisation. The next section discusses major challenges facing teachers as they cope with the demands of rapid education reform.

TEACHER DEMOGRAPHICS

Singapore had about 436,426 students (235,754 primary, 171,420 secondary and 29,252 in sixth form colleges) enrolled in mainstream schools in 2017 (Ministry of Education, 2018, p. 4). The Ministry of Education runs a relatively centralized system with a negligible private sector. All mainstream schools follow a national curriculum and a set of national examinations. Teacher training is centralized within the National Institute of Education.

The following table presents some key demographic data on teachers and shows how these demographics have changed over the past two decades.

A few interesting points emerge. First, the overall number of teachers has increased by half over this period. Secondly, the percentage of teachers with university degrees has increased, especially in primary schools. Thirdly, the teaching workforce has remained predominantly female, especially in primary schools. Fourthly, the profile in terms of length of service has changed from a U-shaped curve to one with a steadily decreasing gradient (i.e., the number of teachers declines steadily and almost monotonically as the number of years of service increases, with between 40 and 50 percent of teachers having fewer than 10 years of teaching service.) The substantial percentage of teachers with fewer than 5 years of service in 1998 reflects the Ministry of Education's large teacher recruitment exercise that began in 1996. The decline in the percentage of teachers in this category in 2017 reflects the Ministry's decision to reduce teacher recruitment and maintain a teaching workforce of about 33,000.

These data have a few implications. For one thing, the improvement in educational qualifications among teachers means that the Ministry of Education and an increasingly well-educated public will have increased expectations of teachers too. Next, the large number of young teachers also means a likely increase in the number of teachers who have to juggle the demands of work with the care of their own young children. Furthermore, the predominance of younger teachers

Teachers by Academic Qualifications, Gender and Length of Service, 1998 and 2017								
	Primary		Secondary		Junior College/CI		Total	
	1998	2017	1998	2017	1998	2017	1998	2017
No. of Teachers	11406	15537	9141	14778	1705	2848	22252	33163
Academic Qualifications								
% with Bachelor Degree or Higher	16.4	80.5	70.9	95.9	96.5	99.9	45.0	89.0
Gender								
% Female	78.6	80.8	64.0	63.8	59.1	57.4	71.1	71.2
Length of Service in Years (Percentage)								
0-4	27.8	19.1	32.8	23.7	36.1	21.1	30.5	21.3
5-9	13.2	24.6	11.2	27.8	14.0	26.8	12.5	26.2
10-14	5.3	20.9	9.9	20.1	16.0	22.8	8.0	20.7
15-19	6.8	17.6	12.2	12.3	14.7	12.1	9.6	14.8
20-24	2.7	8.3	6.0	7.8	7.8	7.1	4.4	8.0
25-29	6.9	5.3	7.9	3.3	6.2	4.0	7.2	4.3
30 and above	37.2	4.1	20.1	4.9	5.3	6.1	27.7	4.7

Key: CI = Centralised Institute. Junior Colleges and the CI are sixth-form colleges.

Sources: Ministry of Education (1998), p. 17; Ministry of Education (2018), p.12.

with fewer years of experience also has implications for beginning teachers in terms of establishing their professional credibility in the eyes of stakeholders such as parents.

THE MINISTRY OF EDUCATION'S EXPECTATIONS OF TEACHERS: TEACHER PROFESSIONALIZATION

Over the past two decades the Ministry of Education has moved further to professionalise teaching. In line with the publication of the Desired Outcomes of Education in 1998, a document that lists general objectives of various levels of schooling, the Ministry of Education has over the past two decades moved progressively to codify professional standards for teachers in the form of an Ethos of the Teaching Profession. Two of the key elements within this Ethos are the Teachers' Vision and the Teachers' Pledge, both of which highlight a focus on students; teachers as role models for their students; maintaining high professional standards; engaging in continual professional development; and working with stakeholders.

Further elaboration on teachers' professional roles and responsibilities is contained in the Code of Professional Conduct for Educators as well as the Teacher Outcomes within the Teacher Growth Model. The latter focuses on five aspects of being a professional: the ethical educator, the competent professional, the collaborative learner, the transformative leader and the community builder. More recently, the Ministry of Education launched the Singapore Teaching Practice in order to codify an indigenised set of learner-centred pedagogies suitable for application with Singapore learners.

TEACHER PROFESSIONAL DEVELOPMENT

This section describes some of the measures the Ministry of Education has put in place to support teachers in their quest for continual professional development as part of official efforts to further the professionalisation of teaching. For example, it has strengthened support for the mentoring of teachers. Every school has a School Staff Developer who has to manage staff professional development. Secondly, it has set up an Academy of Singapore Teachers that oversees the professional development of teachers. The Academy has established professional learning communities in all schools as well as networked learning communities. In addition, the Academy has set up a few specialised academies that cater to various subject areas. Finally, three distinct career tracks – teaching, specialist and leadership – were introduced about two decades ago in a bid to provide better-defined career paths.

TEACHING IN AN ERA OF EDUCATION REFORM

Like many of their counterparts elsewhere, teachers in Singapore have witnessed numerous education reforms. Many governments have accorded education a key role in enhancing national economic performance within the global economy, and Singapore is no exception. The next section will summarize major trends in education reform, before moving on to discussing the numerous challenges facing teachers.

MAJOR TRENDS IN EDUCATION REFORM IN SINGAPORE

A major thrust of education reform over the past two decades has been the desire to change teaching and

learning in mainstream schools in order better to cope with the challenges of economic globalisation. For instance, in 1997, the *Thinking Schools, Learning Nation* policy initiative attempted to move schools away from a predominance of rote-learning towards a more process-centred learning environment. The Ministry of Education wanted schools to emphasize critical and creative thinking in response to the challenges posed by the emergence of the knowledge economy.

These efforts morphed into the promotion of a broader conception of success beyond academic grades in the 21st century. For instance, the introduction of Character and Citizenship Education in all schools in 2012 gave explicit recognition to the need for schools to cultivate a host of 21st century competencies in order to prepare students for more than just academic success. That

same year, the then Education Minister Heng called for a broadening of the meaning of the term 'good school.' Heng talked about three prongs - 'every school a good school'; 'every teacher a caring educator'; and 'every parent a supportive partner' – in support of the ideal 'every student an engaged learner, regardless of background or ability' (Heng, 2012). Furthermore, calls for students to enjoy learning and to develop a love of lifelong learning, while reducing some of the detrimental effects of excessive academic competition, have been prominent on the national policy agenda in the past decade (Ong, 2018). Earlier reforms to assessment systems in primary 1 and 2 have been followed by the 2016 announcement of changes to the Primary School Leaving Examination scoring system from 2021 onwards (Chia, 2016), as well as the 2018 announcement of further assessment reforms at both primary and secondary levels starting in 2019 (Ong, 2018).

Another key prong over the past decades has been further differentiation of the education landscape with the aim of creating multiple pathways to educational success.

One example of this has been the creation of specialized secondary schools. Another is the reform of admission systems in secondary schools to provide students preferential admission on the basis of criteria other than academic grades.

Yet another significant policy trend in the past two decades has been that of improving educational equity. For instance, the government announced in 2017 the extension of legislation that was passed in the year 2000 mandating six-years of compulsory education to include students with special needs. At the same time, it has also gone ahead with plans for greater inclusion of special needs students in mainstream schools. Another policy that has emerged in the past few years is the strengthening of the government's role in preschool education in order to help students from disadvantaged backgrounds improve their readiness for primary school (Hong, 2018).

WHAT CHALLENGES DO SINGAPORE TEACHERS FACE?

What are the challenges facing Singapore teachers as they cope with the Ministry of Education's professional expectations of them, as well as the demands of numerous education reforms sweeping across the education system?

These include implementing numerous Ministry of Education policies, being a caring educator, serving as a role model for students, helping every student become an engaged learner, engaging in continual professional development and working collaboratively with other stakeholders in education, while upholding high ethical standards. Teachers are also having to re-examine their professional beliefs about teaching and learning in response to such reforms as the greater inclusion of special needs students in mainstream schools. They also need to be 'policy ambassadors,' since parents' perceptions of education reforms will largely be formed through how well they think teachers are implementing them. All of these professional demands, which have increased in tandem with corresponding changes in education policy and wider social and economic changes, will need to co-exist with their family commitments and personal lives. The advent of IT-based communications technologies has also led to demands on teachers' time outside of official working hours.

It was mentioned earlier that an increasingly well-educated public has increased expectations of teachers. With education still widely viewed as a key means of socio-economic mobility, many parents have begun intruding into teachers' professional autonomy and questioning their decisions. The Ministry of Education has consequently published a set of guidelines on home-school partnerships in which it urges parents to give teachers more respect. The task of winning public trust and respect has not been made any easier with a recent spate of cases involving teachers sexually abusing their students (Tatiana & Cheow, 2019).

A further challenge facing teachers is the ubiquity of private tutoring, which provides students and parents with an alternative to learning in mainstream schools. Teachers have to grapple with how to plan their lessons in the knowledge that some of their students may already have covered the lesson material with their private tutors. Private tutoring may also contribute to educational inequalities, thus complicating teachers' attempts to promote educational equity.

What does it mean to be a teacher in Singapore? Liew (2008, p. 106) points out that in addition to attending to "a diversity of demands in the classroom," teachers engage in many "pastoral, managerial and supervisory roles – as counsellor, mentor, project work supervisor, parent advisor, curriculum writer, co-curricular activities... coordinator, event organiser and school administrator." He feels teachers' daily interpersonal interactions with students, parents and colleagues involve a great deal of

"emotional labour" (p. 106) that is grounded in human relations, moral purposes and intellectual passions" (p. 124). Another pressure that teachers face is "not simply the responsibility of *improving* one's performance in the school, but more importantly the task of *proving* one's professionalism according to the protocols of performance appraisal tools" (Liew, 2012b, p. 142 (original italics); see also Liew, 2012a). Furthermore, Liew (2008, p. 110) claims that "[c]aring teaching has traditionally placed heavy demands on teachers' personal time and space." Liew also warns of the dangers of teacher stress from role overload (where teachers find themselves unable effectively to discharge all of their multiple responsibilities) and of role conflict (where teachers find it difficult to balance conflicting pressures from different work responsibilities).

In summary, teaching in a high-performing education system such as Singapore's presents its own set of challenges. Teachers, in their role as key bridges between the Ministry of Education and other stakeholders such as parents and students, have to grapple with meeting demands from both the former and latter. At the same time, they have to maintain their professional credibility in the face of a more questioning public, while facing the reality of a burgeoning private tutoring industry.

References

- Chia, L. (2016, July 14). PSLE changes unlikely to eliminate pressure unless parents change mindsets. Retrieved November 24, 2018, from <https://www.channelnewsasia.com/news/singapore/psle-changes-unlikely-to-eliminate-pressure-unless-parents-chang-7931420>
- Heng, S. K. (2012) Keynote address by Mr Heng Swee Keat, Minister for Education, at the Ministry of Education Work Plan Seminar, on Wednesday, 12 September 2012 at 9.20am at Ngee Ann Polytechnic Convention Centre. Retrieved November 22, 2018, from <https://www.moe.gov.sg>
- Hong, J. (2018, April 21). Gout tackling inequality early from pre-school: Shanmugam. *The Straits Times*, p. A3.
- Liew, W. M. (2008). The realities of teaching amid the pressures of educational reform. In J. Tan & P. T. Ng (Eds.), *Thinking schools, learning nation: Contemporary issues and challenges* (pp. 104-134). Singapore: Pearson Prentice Hall.
- Liew, W. M. (2012a). Perform or else: The performative enhancement of teacher professionalism. *Asia Pacific Journal of Education*, 32, 285-303.
- Liew, W. M. (2012b). Performing schools, performing teachers. In J. Tan (Ed.), *Education in Singapore: Taking stock, looking forward* (pp. 123-151). Singapore: Pearson.
- Ministry of Education. (1998). *Education statistics digest 1998*. Singapore: Ministry of Education.
- Ministry of Education. (2018). *Education statistics digest 2018*. Singapore: Ministry of Education.
- Ong, Y. K. (2018). Opening address by Minister for Education, Mr Ong Ye Kung, at the Schools Work Plan Seminar on 24 Sep 2018. Retrieved November 22, 2018 from www.moe.gov.sg
- Tatiana, M. R., & Cheow, S. (2019, July 29). Sexual abuse by educators 'will erode trust in schools, teachers.' *The New Paper*, p. 2.

Biographies

Jason Tan is Associate Professor in Policy & Leadership Studies at the National Institute of Education, Singapore.

What matters in education: Flip the System Australia

Dr Deborah Netolicky
Mr Jon Andrews
Mr Cameron Paterson

Education is a deeply human endeavour, and yet the political, the commercial and the populist forces threaten the humanity and complexity of the work that teachers do every day.

Those who operate in schools are increasingly burdened by short-sighted education policies, commercialisation, bureaucratisation, increasing teacher workloads and mechanistic accountabilities that drive some leadership. Teacher voice is largely absent in policy revision, on advisory boards, and on media panels. The media, in particular, often presents polarising perspectives of the teaching profession and so-called ‘experts’, or those who commentate about the profession at a distance from classrooms or schools, are regularly trundled out to speak for or about teachers.

The tacit knowledge and experience of teachers is often devalued. Teacher voices are rarely sought or valued in discussions about education policy or media reports about education, except perhaps as sensationalised sound bites or in tokenistic ways. This may be because of a concern that inconvenient truths or unpopular counter-narratives may spoil public perceptions of education (constructed and projected by the media), which might seek to cast social and economic woes at the feet of education. External experts are parachuted in to deliver simple answers to complex educational questions. Too much education reform remains top-down, imposed on schools without drawing on or supporting the development of capacities within the system. Large-scale assessment, the use (and misuse) of big data at all levels of schooling, corporate investment, and new models of governance and technological innovation, are pervasive. Teaching should not be a profession without accountabilities, but education is not an algorithm. Striving to achieve a secure clinical relationship between inputs and outputs at any level of education, is fraught with challenges as not every variable can be, or should be controlled for.

Yet we live in a world in which rising authoritarianism, the use and misuse of social media, inequity and globalisation are tearing at the seams of political stability. Current threats to democracy in Australia include apathy and disillusionment with politics, the rise of Chinese soft power, surveillance, intrusion of psycho-behavioural technologies, decline in press freedom, and ongoing issues

around race and identity. Democracy, it seems, might be a historical blip, unless we work actively to build a more democratic world.

The Flip the System education movement began as an antidote to corporatism and rigid one-dimensional compliance, and a cry for democracy. The beginning of the movement was Thijs Jansen’s Professional Pride series, followed by René Kneyber and Jelmer Evers’ *Het alternatief* (2014). It was René and Jelmer’s (2016) *Flip the System: Changing Education from the Ground Up* that really made explicit the notion of flipping the education system as “replacing top-down accountability with bottom-up support for teachers” (p. 5). The teachers in a flipped system, they argue, take the lead, rather than being led by those at the decision-making apex of the system. In 2017, a Swedish version was published. In 2018, *Flip the System UK: A Teachers’ Manifesto* was released, edited by teachers Lucy Rycroft-Smith and Jean-Louis Dutaut. Lucy and JL argue for a networked system, a system that is across rather than up and down, top and bottom.

In December 2018 our edited volume *Flip the System Australia: What Matters in Education* (Netolicky, Andrews & Paterson, 2019) was released. This book is a microcosm of what we would like to see more of in education: teachers, school leaders and scholars speaking up and speaking together, and seeking to understand and build consensus about what really matters in education. While our book has some wonderful international contributions, including notable education voices, it is grounded in outstanding Australian content from teachers, school leaders and researchers. The Australian contributions offer an array of what we ‘down under’ can offer the rest of the education world. While this book is unique—sharing diverse perspectives from Australian and international education contexts, and advocating for an education system that honours our schools—it is also part of a growing family of books. Our offering adds to the conversation contributed to by others in the Flip the System series. With their fiery orange covers, these books have been opening new spaces, sculpting new possibilities, and carving new paths for education around the world.

At its core, the Flip the System movement is about teacher agency—empowering teachers to shape our profession, democratising education, replacing top-down accountability with teacher-led reform, and elevating the voices of those working in schools to such a level that their influence cannot go unnoticed at the very highest levels of the system. We would like to see more locally-produced solutions, collaborative expertise, and teacher voices, including Indigenous and marginalised voices often not sought or heard. Flipping the system is about building networks so that teachers can collaborate and build consensus via coalition and networked knowledge sharing. Through the book, we share hopeful stories of Australian educators working from within the education system to shape and change the system.

In the introduction, we describe the flip the system movement as “a collective roar”. In the chapters of the book are contributions that amplify teacher voices. For example, Deborah Netolicky writes that policy and research would benefit from honouring teachers’ and leaders’ voices, addressing the multidimensionality of work in schools, and acknowledging its situatedness and complexity. Anna Hogan and Bob Lingard recommend bottom-up, backward mapping to policy from the requirements for the most effective pedagogical classroom practices, rather than treating teachers as objects for policy to act upon. Melitta Hogarth shines a light on the dismissal of Indigenous voices in education policy and the assertion of deficit discourses that homogenise Aboriginal and Torres Strait Islander students. Kevin Lowe suggests ways for schools to meaningfully engage with Indigenous families and communities. Greg Thompson and colleagues argue for teachers to have a greater role and voice in interpreting the findings from International Large-Scale Assessments. Cameron Paterson and Keren Caple explore case studies of creative education approaches around the world, while Ray Trotter shares his own unique approach to school leadership in his chapter. Cameron Malcher discusses how the Teachers’ Education Review podcast helps to ‘reclaim the airwaves’ for teachers. The complex and positive work of teachers is reflected in the vignettes shared by teacher contributors such as Yasodai Selvakumaran and Tomaz Lasic. It is the excellent daily work of practising teachers and school leaders that powers the education system. We teachers are the system and can be instrumental in improving and positively influencing it.

In our book’s sections on collaborative expertise and professional learning, authors explore how education systems can harness teachers’ wealth of knowledge and skills to build an appetite for collaboration aimed at system growth and redefining professionalism. The strongest influence on teacher professional practice is advice from colleagues, and teachers get better by working in teams on teaching issues. The most powerful source of information about teaching and learning in

a school is the student and teacher work that occurs in classrooms. Building lateral capacity and expertise is the best alternative to external control. The book’s section on leadership explores ways in which school leaders can reimagine what it means to lead schools. This includes navigating complexity, but also resisting policies and accountabilities when necessary, for the good of our students and teachers.

Education is a political act. It is too easy for teachers to put their heads down and plug away, without thinking too much about the bigger picture. Flip the System is a call to resistance. Flipping the education system is a vision for empowered teachers and a world in which the privileged few do not eclipse or speak for those pushed to the margins. Flipping the system is about shifting the narrative to one of trust and agency, subverting hierarchies and reforming from the bottom up, and listening closely to the people within the system. We must trust our teachers, provide them with autonomy, and free them from the sense that we might be a second-class profession walking in the shadows of exacting and precise ones such as medicine or piloting, where the slightest error may result in tragedy. Regular comparisons are tiresome and unfair and reduce our work to technical compliance. The system should enable teachers to go about the complex work of teaching with professional honour, acknowledgement of professional expertise, and support structures focused on wellbeing and growth. We believe that the path forward will be delivered by those working with students in schools and classrooms. The power to transform schools lies within schools. Those working *within* schools must be the ones to flip, flatten and democratise the system for the benefit of our students and the world in which they live.

A flipped system is about listening, and about speaking up, speaking out and speaking together. It is about resisting over-simplified solutions and polarising discourses, and instead about coming together, standing together, speaking together and acting together. Our message is one of hope and empowerment. We invite you to flip the system with us.

References

- Evers, J. and Kneyber, R. eds., 2016. *Flip the system: Changing education from the ground up*. Abingdon: Routledge.
- Kneyber, R. and Evers, J., 2014. *Het alternatief: Weg met de afrekencultuur in het onderwijs!* Amsterdam: Boom.
- Netolicky, D.M., Andrews, J., and Paterson, C., 2018. *Flipping the system: A perspective from Down Under*. In L. Rycroft-Smith and J.L. Dutaut, eds., *Flip the System UK: A teachers’ manifesto*. Abingdon: Routledge.
- Netolicky, D.M., Andrews, J., and Paterson, C. (Eds.), 2019. *Flip the System Australia: What matters in education*. Abingdon: Routledge.
- Rycroft-Smith, L. and Dutaut, J.L. eds., 2018. *Flip The System UK: A teachers’ manifesto*. Abingdon: Routledge.

Biographies

Deborah M. Netolicky is a teacher, school leader and researcher with 20 years of experience in schools in Australia and the UK. **Jon Andrews** leads his school’s staff professional development program, system of teacher coaching and feedback, beginning teacher mentoring and staff engagement with professional learning. **Cameron Paterson** leads teaching and learning at Shore School in Sydney. He is closely connected to Harvard’s Project Zero.

Talking to and about teachers: Resisting deficit discourses

Dr Abbey MacDonald - University of Tasmania

For teachers on the ground, it is easy to see how public commentary around the state of education in Australia leaves much to be desired in terms of its capacity to instil morale.

For example, it is understandably concerning to read mainstream media reports in which some teachers describe feelings of “dread and anxiety, while others say they’re hopeful or trying to remain positive” (Stroud, 2017) in regard to their work. Deficit headlines such as “Something’s gone badly wrong with teaching” (Gittins, 2017) fuel bitter debate between the public and various stakeholders with vested interests in educational outcomes as they seek to apportion blame (MacDonald & Cruickshank, 2017). Public commentary pertaining to teachers and teaching inevitably contributes to dominant perceptions held by society (Freedman, 2002). Therefore, if we consistently portray teachers and teaching in deficit terms, societal perceptions of teachers are likely to suffer, and in turn, the morale of teachers themselves.

The prevalence of such storylines have complex implications for their subjects – where and how do we communicate the impact of regimes and agendas that are destructive to the profession and inhibit positive outcomes of education, whilst countering the weight and impact of such negative commentary upon morale and efforts being made on the ground? Creating safe space in which teachers can enliven their spirits and be empowered

to leverage strengths as they attend to their work and endure deficit narratives poses a complex challenge for all who work for and alongside teachers. Our individual and collective discourse around teachers and teaching can be used to create such spaces, and this article seeks to highlight some powerful examples from which we can tease out transferables, and articulate their potential for wider contextual application.

In the current neo-liberal political climate that appears steadfast in its commitment to increasingly contentious standardised and high stakes testing regimes (Hardy, 2016; Klenowski & Wyatt-Smith, 2010), teachers are heavily influenced by pressures to maintain, or preferably improve the data sets they generate, are assigned responsibility for and are ultimately governed by. It is important that the implications of this status quo for teachers on the ground to be rendered and for their voices of lived experience to be included in this. Lewis and Hardy (2017) explain that while such national agendas might seem distant or removed from the teacher at the coal-face, they ultimately manifest in specific sites with “visceral effects for school administrators, teachers and students alike” (p. 235).

Closely related to how bigger picture agendas are embraced and enacted on the ground by teachers is the allocation of time and space. The holding of such space supports teachers' grappling with translation of strategy and reform agendas within diverse contexts, to enable their making of ways that can effect meaningful change and achieve desired outcomes in classroom practice. Australian Education Union at the national and state/territory levels have been actively advocating for change within teachers' workloads that factor in and acknowledge the heavy lifting that teachers are engaging to deliver on the aspiration of education reform agendas (Carey, 2019; Gerrard, Savage & O'Connor, 2017). Paradoxically, the implications of teachers being impelled to keep abreast of reform butts up against a reluctance to relinquish regimes that are proving increasingly problematic (hello NAPLAN), but which are underpinned by significance financial investment. Some teachers can find themselves in an inertia of disenchantment, frustration and fatigue with a sense of inadequate time or support mechanisms in place to make sense of and meaning from their experience (Appel, 2019). Bearing in mind that cynical, realistic and even enthusiastic teachers suffer reform fatigue after years of rapid and continual change (Dilkes, Cunningham & Gray, 2014; Savage, 2016), it is imperative that teachers be given time, space and voice to articulate how the challenges and opportunities inherent in fulfilling education priorities and agendas impact their work and lives.

“Teachers accumulate and assimilate layers of experience throughout the course of their careers, with social discourses around their work and lives bleeding sap-like into the fibres that knit together teacher self-efficacy and resilience”

The dance between persevering with reform, as opposed to abandoning reform that is revealing a disservice over the longer term is as risky as it is delicate. To hurry past the already significant investment and ongoing efforts being made by teachers to deliver on the visions of education agendas and priorities they are being tasked with is problematic. For decades already, “educational reform in Australia has been a quagmire of political and educational agendas, with a myriad of known factors (of which change or reform fatigue is a part) that have enhanced or hindered implementation” (Dilkes, Cunningham & Gray, 2014, p. 46). In order to avoid education reform fatigue, we need to be mindful of how subtle shifts of agendas unfold and how the vernacular around those shifts can be used to galvanise or undermine collective efforts. We must also understand and be attentive and agentive to the ways our words

can be used to perpetuate deficit characterisations that oppress individual and groups within the collective.

As Melitta Hogarth explains in her critique pertaining to how the term “Aboriginal and Torres Strait Islander” is included and positioned in the Gonski 2.0 review (2018), “our words matter” (p. 1). Hogarth’s commentary into the implications of deficit storylines as applied to Aboriginal and Torres Strait Islander peoples provides a compelling example of the power of words to conceal achievement of groups of people through deficit positioning. Such positioning runs the risk of perpetuating harmful norms that have ultimately led to that deficit positioning. Not only do the visibility and prevalence of particular words matter, the nature and context assigned to them is equally important. The vernacular we adopt to define and position “people or groups in terms of deficiency, absence, lack or failure” (Hogarth, 2018, p.1) has the potential to perpetuate stereotypes and further entrench deficit storylines. Hogarth’s commentary in respect to Aboriginal and Torres Strait Islander Peoples offers us a compelling example of how words have been used - and continue to be used - to situate and contain people within deficit storylines that disempower and deny their agentive capacity, as well as undermine achievement and conceal successes. Hogarth gifts us a compelling message regarding the power of words to question, resist, disrupt and reimagine the ways we render people, individually and collectively, to empower and leverage strengths.

Every day, teachers are leaning into and traversing such provocations and challenges, and working hard to make way for positive education outcomes for all children and young people around the country. The ABC recently released an investigative journalism piece titled “Rich school, poor school” (Ting, Palmer & Scott, 2019), offering a sobering insight into the intricacies and nuance of capital funding allocations across a sample of 8,500 Australian schools between 2013 and 2017. Reporting within the piece articulates how capital funding unfolds across public and private sectors in ways that exacerbate and/or entrench inequality between the public and private school sectors. The report outlined how “part of the problem with the current system, according to critics, is that private schools have two public sources of capital funding — the Commonwealth and the states — whereas public schools only receive capital funding from state governments” (Ting, et al., 2019, p.1). This is another example of the tension that underpins commentary offering important and explicit insight into how systems are operating to elevate and encumber groups of people within specific sectors of education. It is also the kind of storyline that can have a demoralising effect. To redistribute power among teachers in ways that support them to be more collective and collaborative with these tensions, we must remain wide-awake to the power surges and imbalances that happen socially, politically and culturally (MacDonald, Hunter, Ewing & Polley, 2018), and ultimately impact teachers’ capacity to provide equitable and high quality education experiences.

The shaping of our collective commentary around the efforts of teachers and the state of education - and the



tone we employ to discuss these topics - is something we all have capacity to contribute to. We need to be mindful of the words we employ to render and articulate meaning in regard to teachers’ efforts in public and scholarly commentary domains. If we can accept responsibility for the individual things each of us have capacity to enact, we can galvanize and leverage strengths-based discourse to embolden collective effort. Through individual small actions, we each have capacity to be agentive and attentive to ourselves and each other through the tone of our discourse, and by being mindful of how our vernacular is ultimately taken to position the work of teachers, specific groups and education priorities in the public domain. When academics include teachers not just as the subject of research inquiry, but as co-researchers who actively shape and drive research inquiry, teachers are empowered to articulate their experience from platforms of rigorous scholarship and into contexts where sharing of practice is encouraged and embraced.

Teachers working together to support and celebrate one another is essential, and this is where storylines of collegiality and acknowledgment must permeate the various layers of community in which teachers operate and to which they contribute. “Teachers accumulate and assimilate layers of experience throughout the course of their careers, with social discourses around their work and lives bleeding sap-like into the fibres that knit together teacher self-efficacy and resilience” (MacDonald & Cruickshank, 2017, p. 330). If that sap is toxic in nature, the stickiness can become difficult to wipe clear, and thus impedes our capacity to move through

Biographies

Dr Abbey MacDonald is a Senior Lecturer in Arts Education at the University of Tasmania. She brings to all aspects of her work a strong personal focus upon Arts advocacy, teacher empowerment, community engagement and multi-stakeholder collaboration.

and forward, together. In the very same way we might flip the discourse around the work of teachers from one of deficit to one that encourages teachers to learn from and grow through a level of challenge that is feasible and surmountable, the sap that binds teachers together in their work with one another and the communities within which they work “can become strong, clear and durable” (MacDonald & Cruickshank, 2017, p. 331).

References

- Appel, M. (2019). Performativity and the demise of the teaching profession: the need for rebalancing in Australia. *Asia-Pacific Journal of Teacher Education*, 1-15.
- Carey, A. (2019, August 7). Australian teachers work longer hours than those in most OECD countries, *The Age*. Retrieved from: <https://www.theage.com.au/national/victoria/australian-teachers-work-longer-hours-than-those-in-most-oecd-countries-20190807-p52evu.html>
- Dilkes, J., Cunningham, C., & Gray, J. (2014). The new Australian curriculum, teachers and change fatigue. *Australian Journal of Teacher Education*, 39(11), 4.
- Freedman, E. (2002). *No turning back*. New York, NY: Ballantyne.
- Gerrard, J., Savage, G. C., & O'Connor, K. (2017). Searching for the public: School funding and shifting meanings of ‘the public’ in Australian education. *Journal of Education Policy*, 32(4), 503-519.
- Gittins, R. (2017, November 11). Something’s gone badly wrong with teaching. *The Sydney Morning Herald*. Retrieved from: <http://www.smh.com.au/business/somethings-gone-badly-wrong-with-teaching-20171110-ggjlhr.html>
- Hardy, I. (2018). Governing teacher learning: Understanding teachers’ compliance with and critique of standardization. *Journal of Education Policy*, 33(1), 1-22.
- Hogarth, M., (2018). Words matter: How the latest school funding report (Gonski 2.0) gets it so wrong. *EduResearch Matters*, Australian Association for Research in Education, Retrieved from <https://www.aare.edu.au/blog/?p=3243>
- Klenowski, V., & Wyatt-Smith, C. (2012). The impact of high stakes testing: The Australian story. *Assessment in education: Principles, policy & practice*, 19(1), 65-79.
- Lewis, S., & Hardy, I. (2017). Tracking the topological: The effects of standardised data upon teachers’ practice. *British Journal of Educational Studies*, 65(2), 219-238.
- MacDonald, A., & Cruickshank, V. (2017). Good teachers grow: Disrupting negative depictions of teachers through relational a/r/tographic inquiry. *Australian Art Education*, 38(2), 319.
- MacDonald, A., Hunter, M. A., Ewing, R., & Polley, J. (2018). Dancing around drawn edges: Reimagining deficit storylines as sites for relational Arts teacher professional learning collaboration. *Australian Art Education*, 39(3), 455.
- Savage, G. C. (2016). Who’s steering the ship? National curriculum reform and the re-shaping of Australian federalism. *Journal of Education Policy*, 31(6), 833-850.
- Ting, I., Palmer, A., & Scott, N. (2019, August 13). Rich school, poor school: Australia’s great education divide. *ABC News*. Retrieved from: <https://www.abc.net.au/news/2019-08-13/rich-school-poor-school-australias-great-education-divide/11383384>

Just take a breath:

The impact of mindfulness training for school principals

Ms Johanne Klap - Murdoch University

Associate Professors Judith MacCallum - Murdoch University

Professor Caroline Mansfield - University of Notre Dame

Being a school principal can be very rewarding, however it is well documented that it may also come at a personal cost, due to the high levels of work-related stress, competing demands, work overload and burnout (Beusaert, Froehlich, Devos, & Riley, 2016). When personal resources are depleted it can become increasingly challenging to sustain leadership effectiveness (Boyatzis & McKee, 2005). Exploring the potential of the mindful practice of being focused, with open awareness (Hougaard & Carter, 2018), may provide support for school principals to successfully and sustainably traverse their challenging leadership landscape.

As an executive leadership coach and professional development facilitator, working both in education and the corporate sector, Johanne Klap was concerned that we might be missing the mark in truly supporting this valuable (and highly challenging) leadership role. Her concern was compounded by the international trend in educational systems for school leadership to become a priority policy agenda, as it is increasingly more difficult to attract, recruit and retain quality school principals (Schleicher, 2015).

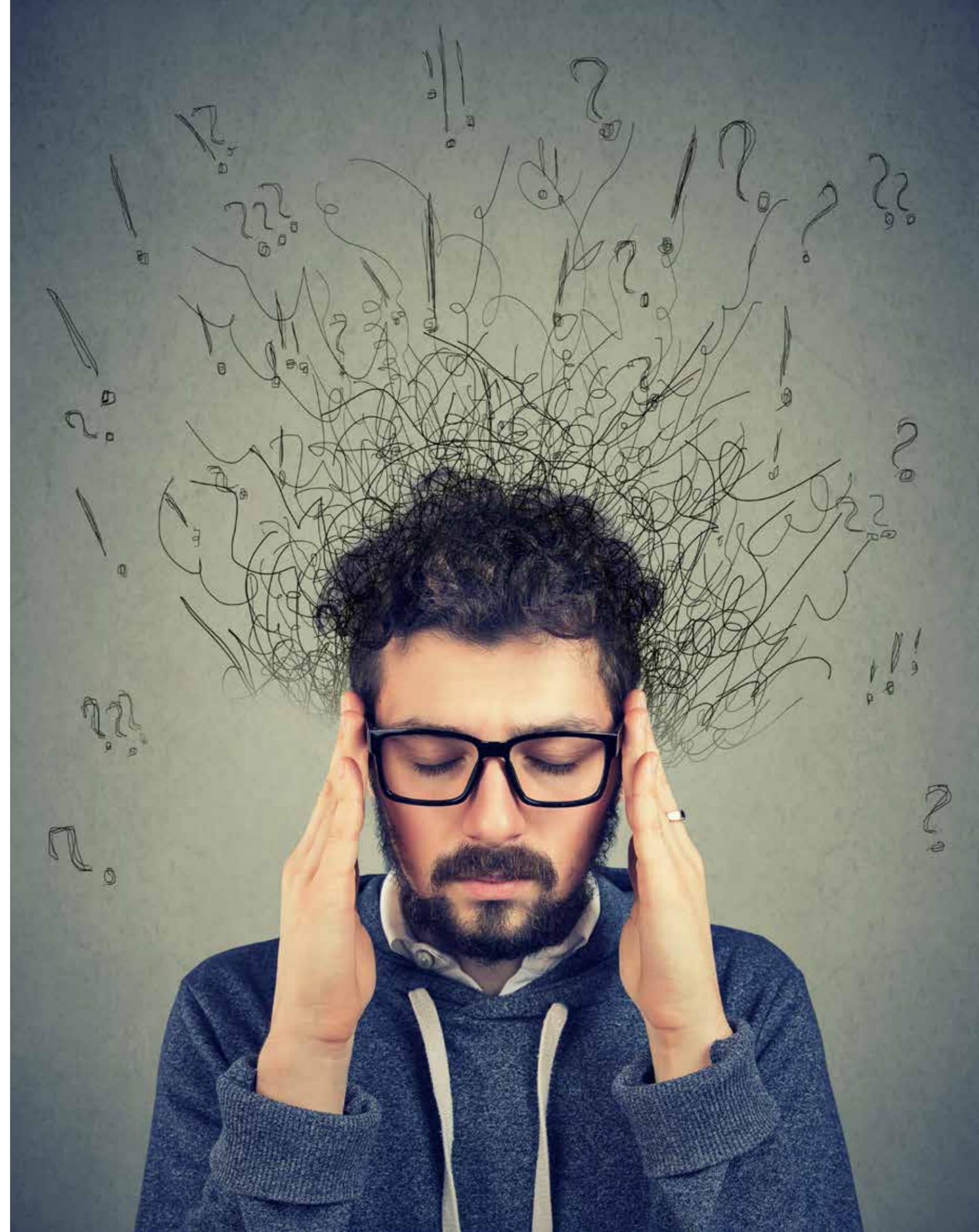
The Australian Institute of Teaching and School Leadership's *Professional Standards for Principals* underscore the importance of leaders modelling 'the importance of health and wellbeing and to watch for signs of stress in themselves and others and to take action to address it'. In their model of the behaviour change process (to encourage leaders to grow and develop) they emphasise the importance of starting with 'awareness'.

Johanne was keen to explore if the mindfulness skills of 'increased awareness' and 'openness to experience' may pave the way for a more meaningful and transferable leadership learning experience, and that may have the added advantage of improving personal wellbeing. Other academics have proposed that the practice of mindfulness may be an essential prerequisite to the deeper learning of soft skills like communication, ethics and leadership (Kuechler & Stedham, 2018).

Practicing mindfulness helps individuals to be more present, observant of their thoughts, and more mindful of choices and actions. The simple technique of being able to pause, take a conscious breath, observe internal and external environments and then to respond mindfully (rather than react on autopilot or habitually), has great potential for leaders' stress levels, how they experience their internal and external worlds, how they are experienced by others, and their decision making.

Fuelled with curiosity and the desire to contribute to quality educational outcomes, Johanne set about designing a PhD research program in partnership with Western Australia Education Department's Leadership Institute, to tackle the challenges of school principals' wellbeing and leadership.

The *Mindful School Leaders* project was the first of its kind to bring mindful leadership training to school principals. Underpinned by the evidence-based framework of the Potential Project's *Corporate Based Mindfulness Training* (CBMT®), a program was tailored to school leaders' needs and aligned with the Education Department's focus on a 'High Performance High Care' mandate. CBMT® was selected as an appropriate training



program as it had been developed specifically for the work environment and was designed to provide secular mind training, mindful work applications (how to integrate mindfulness into work activities, for example; communication and meetings) and mental strategy training (or habits of mind training, for example; patience, presence, acceptance) to enhance wellbeing and leadership performance.

Participants were 30 school principals (Male 30%, Female 70%) from Primary (67%), Secondary (20%), Colleges and Special Education Centres (13%). The program required participants to attend ten weekly two hour sessions, including ten minutes of daily mind training (supported by a smartphone app). Data were gathered using standardised questionnaires, in depth interviews and journal entries. Even though principals are notoriously time poor, the program had an outstanding attendance rate (92%).

At the conclusion of the program, participants reported statistically significant increases in mindfulness, self-compassion, and professional efficacy to perform their role. They reported feeling significantly more in control and less overwhelmed by their workload and had a notable reduction in mental exhaustion (that left unchecked could lead to burnout), and an enhanced sense of leadership authenticity. The qualitative interview data supported these findings.

One principal clearly articulated how by learning to become more of observant of her thoughts and kinder to herself, her internal dialogue changed, resulting in a positive impact on her wellbeing.

'I have always viewed myself as highly reflective however what I learned was that I was highly critical of myself and that I needed to be kinder in my own self-talk so that I could be the best version of myself for others. I am smiling more!'

Another principal described the emotional and physical impact the mindfulness training had on their interactions with others:

'I have a degree of calm that has had an impact on my health and my quality of sleep. I am able to 'understand' life better. I believe I treat my children and my staff with more compassion and kindness and have become very aware of what I want to pursue professionally and why.'

Increased awareness and the capacity to better manage emotional energy helped this principal to focus more on positive elements which in turn helped their stress levels:

'The focus practices are embedded in my leadership practice at a more conscious level. One particular comment has resonated with me 'don't believe all your thoughts' – it is easy to get caught up in negative thinking. Through this training I have gained the ability to not hold these thoughts so tightly anymore and to focus more on the positive thoughts and feedback –

all of which actually has reduced my levels of stress.'

Recognising how by bringing the mindfulness strategy of 'presence' to her work, this principal was able to be more focused and effective, which had positive implications for her stress levels:

'I have relaxed and taken control of my distractions, choices and tasks. By slowing down, I am working quicker and smarter, I am certainly getting no less done and am achieving outcomes quicker and with more clarity. Personally, I have felt re-energised and renewed from previously feeling burnt out and weighed down. I have returned to looking forward to coming to work.'

Furthermore, the qualitative analysis revealed a key coping mechanism participants were using in an attempt to 'manage' their emotions and present an 'in control' face. The interview analyses suggested that principals may feel that to do the job successfully, they needed to appear a certain way, regardless of how they were really feeling. On some levels this can be called maintaining a 'professional front' but at a deeper level it is a type of 'emotional labour', causing stress to build up, as more personal energy is directed at appearing a certain way, and keeping real feelings suppressed (Sachs & Blackmore, 1998). Unfortunately, this is a bit like the physics of being in a swimming pool and trying to press a basketball under the water - eventually it shoots upwards and with increased force. In real life this looks like outbursts (usually kept to inner circle or family); feelings of overwhelm, inadequacy, and/or burnout. An example of this internal tension is captured by this principal's reflection:

'(It is) a constant tension and I give that impression and I say the things that will allow other people to think, "He's dealing with this really well and that's not a problem. Internally, that may not necessarily be the case, so there's the tension.'

The participants also discussed how what they learnt on the program had a 'transformative' effect. This type of deeper learning or transformational learning is based on the notion that people interpret their experiences in their own way, and how they perceive the world is a result of their perceptions of their experiences (Taylor & Cranton, 2012). By experiencing a program that encouraged an introspection of self, and facilitated a deeper examination of mind and behaviours (that challenge habitual perceptions and cognitive rigidity), may well have paved the way for a new type of awareness or perception (Ettling, 2012). Developing and practicing the mindful techniques of 'increased awareness' and 'openness to experience' has had a far-reaching impact as experienced by these two principals:

'I just feel as if I've gotten off a treadmill and I'm seeing the world with a different lens. Both my professional life and my personal life. It's enabled me to be more present ...'

'This has been the best thing I have ever done. I reckon I was heading for burnout, at the beginning of this year. I was at a stage where I thought, "I can't keep doing this." (Now) I'm working as I hard as I did before. But my whole world in myself has completely changed. Completely. I'm not letting this go. It really, really has transformed how I think. Absolutely.'

The research found that six months post the program's completion, not only were improvements sustained, in some instances, they were improved. Recently, one of the participants contacted us to share how she is still maintaining her mindfulness practice:

'I was thinking about how, three years on I am still committed to and practising this everyday. What we learnt through the program is now a critical part of my day and an essential strategy in managing my stress. I have learnt now that I cannot remove the external factors to my success but I can ensure that I build in "recovery" each day. I am not saying that is always smooth sailing or that each day is a perfect moment of mindfulness!! I know that every experience is different, but I now find that I am a much better leader; calmer, more present and able to manage the high stress jobs we have with greater ease and confidence. Some would say it is experience, I think it is more to do with the work that we did in 2016.'

Her comments highlight the potential 'double dividend' (Ericson, Kjonstad, & Barstad, 2014, p. 73) of mindfulness training that contribute sustainable strategies to both wellbeing and leadership.

Peter Glendenning, the Director of the Leadership Institute, who has supported the program since the research pilot in 2016 and to date has seen over 300 school leaders benefit (in both face to face and online programs), said:

'It continues to be the program that has the most impact on the professional and personal lives of our participants. The outcomes and feedback have surpassed our expectations.'

In 2018 the *Mindful School Leaders* program was extended to NSW educators.

Mindful leadership training and learning to 'take a breath' has had a significantly positive effect on this

group of school principals' stress levels and their leadership. It also has exciting potential applications for professional development programs as a protective buffer against stress (Shapiro, Schwartz, & Bonner, 1998) and as a prerequisite to leadership learning (Kuechler & Stedham, 2018). As one experienced principal said:

'We have been told for so long to 'work smarter not harder' – without the 'how to' manual. Mindfulness training has taught me these skills. It is a very powerful program that I wish I had found many years ago.'

References

- Beausaert, S., Froehlich, D. E., Devos, C., & Riley, P. (2016). Effects of support on stress and burnout in school principals. *Educational Research*, 58(4), 347-365.
- Boyatzis, R. E., & McKee, A. (2005). *Resonant leadership: renewing yourself and connecting with others through mindfulness, hope, and compassion*. Boston, MA: Harvard Business School Press.
- Ericson, T., Kjonstad, B. G., & Barstad, A. (2014). Mindfulness and sustainability. *Ecological Economics*, 104(8), 73-79. doi:10.1016/j.ecolecon.2014.04.007
- Ettling, D. (2012). Educator as change agent: Ethics of transformative learning. In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 536-551). San Francisco, CA: Jossey-Bass.
- Hougaard, R., & Carter, J. (2018). *The mind of the leader: How to lead yourself, your people, and your organization for extraordinary results*. La Vergne: Harvard Business Review Press.
- Kuechler, W., & Stedham, Y. (2018). Management education and transformational learning: The integration of mindfulness in an MBA course. *Journal of Management Education*, 42(1), 8-33. doi:10.1177/1052562917727797
- Sachs, J., & Blackmore, J. (1998). You never show you can't cope: Women in school leadership roles managing their emotions. *Gender and Education*, 10(3), 265-279. doi:10.1080/09540259820899
- Schleicher, A. (2015). *Schools for 21st-Century Learners: Strong leaders, confident teachers, innovative approaches*. Retrieved from Paris: <http://dx.doi.org/10.1787/9789264231191-en>
- Shapiro, S. L., Schwartz, G. E., & Bonner, G. (1998). Effects of mindfulness-based stress reduction on medical and premedical students. *Journal of Behavioral Medicine*, 21(6), 581-599. doi:10.1023/A:1018700829825
- Taylor, E. W., & Cranton, P. (Eds.). (2012). *The handbook of transformative learning: theory, research, and practice*. San Francisco, CA: Jossey-Bass.

Biographies

Johanne Klap is a PhD candidate at Murdoch University, Western Australia. Her research focuses on mindfulness, leadership and wellbeing. She also works as an executive leadership coach, facilitator and mindfulness trainer in the education, corporate and resources sectors.

Judith MacCallum is an associate professor in Education, Murdoch University in Western Australia. She uses multiple methods and sociocultural perspectives to examine social interaction for learning and development. Judith's research focuses on motivational change, mentoring, and professional learning in a wide range of learning settings.

Professor Caroline Mansfield is Dean of the School of Education at The University of Notre Dame Australia, Fremantle Campus. Her research focuses on teacher resilience and wellbeing and investigates the personal and contextual resources that enable teachers to maintain engagement, commitment and motivation, and thrive throughout their career.

Making Hope Practical: Post-Liberalism, Visible Thinking and the 21st Century Classroom

So often there seems to be very little good news. A sense of perpetual crisis, whether real or perceived, seems to be the norm. Chronic discontent is the mantra of our times. Many of the foundations on which society has relied have become less secure, perhaps to the extent that their continued worth looks less than guaranteed.

Dr Bruce Addison, Brisbane Girls Grammar School



Fairness and equity seem to have given away to excess and inequality. In advanced countries wages have become relatively static for the majority whilst the benefits accruing to the extremely wealthy have become increasingly disproportionate (Piketty, 2015). Already the concept of a 'meaningless' job for a meaningful life has been all but automated out of existence. The spectre of unemployment or at least underemployment confronts many people, not only the unskilled. It now appears that 'meaningful' jobs may also disappear as a result of artificial intelligences ever encroaching reach (Chalmers & Quigley, 2017). No one quite knows how all of this will unfold and where it will end. The destination is unclear. Predictions range from the dire to the optimistic. Economist Joseph Schumpeter warned many years ago about the inevitability of capitalism's creatively disruptive tendencies (Schumpeter, 1942). Aspects of our political culture seem irreparably broken. The term "Trumpism" nowadays is used as code for a variety of ills. The reasons for this brokenness runs much deeper than the thinking ascribing almost every ill to the unusual antics of this unusual man. In Australia, our political culture has been shaken to its core by the brokenness and dysfunction of parliamentary adversarialism – a mode of thinking that may have suited a political compact formulated centuries ago – a compact now seemingly incapable of finding the compromises necessary for navigating such complex times.

All of this sounds grim. It does not stop there. No mention has been made of climate change – an issue described by one of our former Prime Ministers as 'the great moral challenge of our generation'. There has been no mention of the institutionalisation of greed that led to the cultural malfeasance exposed by the Royal Commission into Banking, Superannuation and Financial Services Industry. In addition, the Churches and many other institutions, once the bedrock of our society, providing important moral compasses for our cohabitation, have been rocked by the shocking crimes exposed by the Royal Commission into Institutional Responses to Child Sexual Abuse. The list of difficulties seem endless.

Liberalism's ability to deliver social cohesion appears to be groaning under the weight of all of this. Its foundations will continue to crumble, perhaps even confronting our very notion of post-feudal freedom. When considering such issues and the possible outcomes, Deneen (2018) has noted that

...in a postliberal age, some form of populist nationalist authoritarianism or military autocracy seems altogether plausible as an answer to the anger and fear of political citizenry (pg. 181).

Such a wholesale erosion of our hard-fought freedoms could become a reality. There are so many flashpoints

to consider, ranging from: fake news mockery designed to undermine the freedom of the press, Brexit paralysis, geo-strategic tomfoolery parading as serious internationalism as well as the sheer difficulty associated with governing large populations – populations that have become hostage to the control of big data and the corporations that both harvest it and rely on it. Albright (2018) in her new book *Fascism – A Warning*, ponders the horrors that could emerge if politico-systemic complacency were to become embedded. She recounts an interesting vignette from one of her recent postgraduate classes:

I put the question to my class of graduate students at Georgetown: “Can a Fascist movement establish a significant foothold in the United States?” Immediately, one young man responded, “Yes, it can. Why? Because we’re so sure it can’t (pg. 232).

Optimism is a very difficult emotion to muster, especially when confronting problems capable of eroding the very foundations of our civil society. Even given this, optimism and hope must be the currency of schools. Those who work in schools have the privilege of working with society’s most precious resource, its children. As Lingard, Hayes, Mills and Christie (2003) note, leadership in schools, among other things, is about ‘making hope practical in a world where despair would seem far more convincing’ (2003, p. vii). The three words ‘making hope practical’, words fashioned after the once inconceivable horror of large scale co-ordinated terrorist attack, neatly encapsulate one of the key responsibilities of educators. Perhaps one of our chief responsibilities is the creation of learning environments in which both deep and robust thinking flourishes. Such thinking must be rigorous, exciting and profound. The strategy behind much of this has been to stretch unashamedly the thinking and learning cultures on which our schools are built. Classroom practice during my career has evolved considerably in this space. It has involved the goal of making thinking visible – more visible in our classrooms, pedagogy and daily work.

Exposure to ideas that challenge is very important. Indeed such an exposure is fundamental to the continued commitment to a genuine broad-based liberal education. Making thinking visible is all about introducing our students to different ways of thinking, it has nothing to do with indoctrination or telling them what to think. It is just as much about asking questions as it is about finding the right answers. Reading and thinking about ideas from many different perspectives or grappling with ideas that are just simply awe-inspiring, are ways in which opinion will be both formed and re-formed. Gifting our young people environments in which robust questioning is both supported and encouraged must be the fundamental bedrock on which our educational thinking rests. An acknowledgement that we don’t have all of the answers is so very important. As Firestein (2012) notes

One good question can give rise to several layers of answers, can inspire decades long searches

for solutions, can generate whole new fields of inquiry and can prompt changes in entrenched thinking. Answers on the other hand, often end the process (Firestein quoted in Berger, 2014, pg. 16).

Such a robust exchange of ideas will be essential if our young people can hope to manage the complexities of tomorrow. This ranges from the eye opening cultural reality of textual analysis, to the wonder underlying complex mathematical problem solving, to the awesome possibility of astronomical gaze through to the use of historical evidence to challenge accepted belief and orthodoxy. Everything we do must be about making thinking visible, it must be genuinely evidence-based and not through the prism of value laden ease. As Vygotsky (1978) notes, ‘children grow into the intellectual life of those around them’ (pg. 88). If the learning environments in which children are immersed are ones in which questioning is the norm, the possibility for rich understanding and criticality will emerge. Such an approach is supported by Lee (1993) who concludes

Creativity is not expressed in a rule-governed, mechanistic relation between thought and action, but rather resides in receptivity, openness, freedom, curiosity, and the subjective action between thought and action (pg. 306).

Making thinking visible must be at the heart of every classroom. Talented teachers have always done this. Today there are many approaches assisting the scaffolding of such important work. They provide teachers with a number of lenses through which to construct genuine inquiry-based learning. Such pedagogy must have thinking and questioning at its most fundamental core. I am intimately aware of the dynamism associated with Harvard Project Zero’s Culture of Thinking. Dimensions of Learning, Habits of Mind and Classroom Strategies That Work are also examples of a myriad of others that aim to deepen classroom practice. An overt commitment to visible thinking does much to enrich both school and classroom culture, providing a solid foundation for deep learning and in the process making the concept of 21st century schooling dynamic, contemporary and relevant. Ritchhart (2015) observes:

We must seek to actively advance and promote students’ thinking if we are to produce students who are engaged learners and active thinkers able to communicate, innovate, collaborate and problem-solve. This means that a chief goal of instruction, right alongside the development of content understanding, is the advancement of thinking (p 33).

Late last year, young people around the world protested about what they perceived as political inaction over the issue of climate change. In Australia, some commentators saw this as an extension of the ideological supremacy of the Left in our schools and classrooms. Headlines such as “Wisdom, truth give way as Left conformity prevails” (Donnelly, 2018) gave the



expected critique associated with the spectre of uncritical teachers brainwashing the impressionable young. Of course, any concept of brain washing to achieve group think about important issues of public policy is abhorrent. If schooling is about visible thinking and now less about rote instruction, student voice is very difficult to mute. This is especially the case given the viral nature of social media. Gifting our young people with the ability to think, reason, and to reflect is something we should treasure and uphold.

Foregrounding thinking, robust thinking, is a way in which schools can ensure that rigorous intellectual debate is both encouraged and celebrated. Our young people have access to a plethora of information other generations could only have dreamt of. If our classrooms are genuinely engaging, founded on a criticality on which visible thinking is both treasured and pursued, it is little wonder that our young people are becoming more activist. Creating a culture of questioning is confronting as it will challenge those who would rather silence and limit dissent. It must be remembered that dissonance, whilst often disturbing, can create a harmonic tone-scape that is both jagged and extremely engaging. Empowering our young people with the skills and courage to disagree as well as to agree is a way in which to ensure that our social compacts continue to evolve and develop. It is a way in which the young minds we develop in our schools will have the capacity to contribute to the ongoing development of our civil society. What worked yesterday cannot be allowed to limp along simply because this is the way things have always been done. Relying on the concept of 18th century adversarialism to provide meaningful solutions to 21st century problems is one example of systemic brokenness. As Dowd (2019) observes

when systems of governance and economics, for example, are free to operate in ways that are heedless of the future, society is propelled on a course that inevitably becomes self-destructive.

Biographies

Dr Bruce Addison is Deputy Principal (Academic) at Brisbane Girls Grammar School where he teaches Economics and Philosophy of Learning. For many years he taught and co-ordinated courses at both pre-service and Masters level in curriculum and leadership at the University of Queensland.

Self-destructive is the acknowledged state of our global-civilization today. The youth feel it. The generations in power recoil or distract themselves from it. The elders’ fear that, no matter their individual good works or gracious attitudes, they will become a generation of ancestors everlastingly reviled (pg. 2).

Given all of this, it is a nonsense to believe that the problems and hopes for the future should just fall to the young. It is no longer good enough for the older generation to say to our young people – your time will come. If we have educated them to think, challenge and question they deserve so much more than this. As Parker Palmer (2018) has noted in his recent book *On the Brink of Everything: Grace Gravity and Getting Old*

Let’s stop talking about “passing the baton” to the young as we elders finish running our laps. Since most of us are more skilled at sitting than at running, let’s change the metaphor and invite young adults to join the orchestra (pg. 33).

Even if the emerging harmony is jagged, let us foster courageously a future where all generations can contribute meaningfully to the myriad of issues that should be pulling us together rather than pushing us apart.

References

- Albright, M. (2018). *Fascism: A Warning*. William Collins: London.
- Berger, W. A. (2014). *A More Beautiful Question*. Bloomsbury: New York
- Chalmers, J. and Quigley, M. (2017). *Changing Jobs: The Fair Go in the New Machine Age*. Schwartz Publishing: Carlton.
- Deneen, P.J. (2018). *Why Liberalism Failed*. Yale University Press: New Haven.
- Donnelly, K. (2018). *Wisdom and Truth Give Way As Left Conformity Prevails*, *The Australian*, December 2.
- Dowd, M. (2019). *Christ as the Future Incarnate*. *Oneing – An Alternate Orthodoxy*, Volume 8, Number 1, Spring 2019.
- Lee, D. (1993) *The place of wisdom in teaching*, *Learning and Individual Differences*, 5(4), 301–317.
- Lingard, B., Hayes, D., Mills, M., & Christie, P. (2003). *Leading Learning*. Maidenhead, UK: Open University Press.
- Palmer, P. (2018). *On the Brink of Everything: Grace, Gravity and Growing Old*. California: Berrett-Koehler Publishers Inc.
- Piketty, T. (2015). *The Economics of Inequality*, Belknap Press: Cambridge, MA.
- Ritchhart, R. (2015). *Creating Cultures of Thinking: The 8 Cultural Forces We Must Muster to Truly Transform Our Schools*, Jossey-Bass, San Francisco
- Schumpeter, Joseph A. (1994) [1942]. *Capitalism, Socialism and Democracy*. London: Routledge.
- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.

An Australian Teacher's Experience of the United Kingdom

I wish to share with you my account of life in the United Kingdom as an Australian teacher.

Mr Nick East

In truth, I had an inkling of what to expect. I had heard the stories told by Australian teachers freshly returned from their time spent living and working in the UK; stories of uncontrollable classrooms and endemic misbehaviour you might find only on the very fringes of the Australian education system. Most had only taught in inner London, a towering bastion of educational deprivation. Surely their experiences were isolated blips. Sadly I was to learn very quickly that their cautionary tales were more real than I could ever have imagined.

My wife and I decided to move to the UK a little more than two years ago now. Originally from England, my wife was excited to give our young children the opportunity to live closer to their English family and we were both enthused by the thrill of change, the proximity to the cultural richness of Europe and new career challenges.

The move went swimmingly. Our children quickly settled into school, we made a score of new friends and promptly moved into a lovely historic terrace house in vibrant Bristol. I received several job offers for the upcoming school year, accepted one and so began my tortured existence as a teacher in the UK. In the past two years I have witnessed a litany of horrors that I can only hope will never befall the Australia.

The UK is a nation obsessed with PISA rankings. There is a pervasive belief that schools are by default failing and that the only way to correct this is by intense scrutiny. Enter Ofsted. Ofsted (Office for Standards in Education, Children's Services and Skills) was established in the 1990s by then Prime Minister John Major, ostensibly to standardise the quality of school inspections across the country. A school can expect an inspection every four years but may be inspected with one day's notice at any time. Built on good intentions, its modern day incarnation and the impact on the education system in the UK have been catastrophic.

Teaching policy here is driven by kneejerk reaction. When Singapore topped the PISA maths tables, the UK bought in wholesale to the Singapore Maths method. They

completely disregarded the fact that 80% of Singaporean children attend cram school and the inevitable impact this has on their standardised test results. In my first school over here, we were simply given a pile of new workbooks and told to teach the Singapore way without a minute of PD in a teaching method so different to the existing methods it literally epitomised chalk and cheese. The children's confidence plummeted and maths lessons dissolved into spot-fire management. Indeed my requests for PD on this apparently extraordinary new method were met with a shake of the head; the maths lead had not taught it either nor had any training himself.

Performance based pay means teachers fudge results to move up the pay scale. I inherited a class with wildly inaccurate data that suggested a degree of pay rise desperation from my predecessor. Another colleague told me she was urged by her headteacher to small-group teach only those students whose progress was linked to her performance appraisal. She refused but found herself stuck on the same pay point the following year.

Another consequence of Ofsted has been the exodus of experienced teachers. As the stress of a job never short on pressure has sky rocketed, the number of teachers leaving the profession has spiralled out of control. Wages are stagnant and the career span of a teacher in the UK is a measly three years. Given it takes four years to qualify as a teacher, this is a concerning trend indeed. Here teachers retreat to the private system in search of sanctuary as a large portion of independent schools are exempt from Ofsted inspection. Working part-time is widely seen as the only sustainable career course for teachers and job shares are quickly becoming the norm. Despite this adaptation to the new reality, teachers continue to flee the system. At my first school, there was a turnover of 65% of teachers in one year alone.

I have been shocked by the lack of experience in schools as well. I have met second year teachers considered to be senior staff, deputies appointed after five years teaching, a headteacher appointed just three years in to their career. Where we live in Somerset alone, there were still twenty headteacher positions vacant for the new school year in September.



Budget cuts and nationwide austerity have seen teacher pay stagnate for close to a decade. Top graduates are inevitably drawn to higher paid professions and so teaching standards drop. Programs akin to Teach For Australia are widely regarded as abject failures. Schools recruit teaching assistants instead, paid just above minimum wage they receive a modicum of training yet are regularly asked to cover classes rather than the school paying for a relief teacher. Specialist teachers are few and far between and the quality of language, art and music teaching suffers accordingly. At one school I am expected to teach groups as large as twelve children to swim. Completely unqualified to do so, I find this troubling both from a quality of instruction as well as safety point of view. In turn, numbers of people starting teacher training are at historic lows. The perception of stress and scrutiny are commonly sighted as reasons for people choosing other vocations.

Biographies

Nick East is an Australian primary school teacher living in the lush green countryside of Somerset, UK. He spreads his time between teaching, working as a Twinkl content writer and raising his three very lovely children.

Ofsted has spawned a new generation of ruthless leaders. Gone are the headteachers who nurture their staff and forgive mistakes. Instead the headteachers who succeed are the malevolently ambitious. Classroom observations conducted each term are a source of extraordinary stress and tension, the feedback often personal and unconstructive. One colleague of mine was left sobbing having been observed by the headteacher who had marked her lesson a failure due to lack of student engagement; the reason, a student had looked out the window. At my first school I received zero praise. As the pressure increased I attended a voluntary counselling session and spent the hour balling into my handkerchief.

I have seen the horror of Ofsted as a parent too. My eldest daughter's school entered Special Measures after an adverse Ofsted inspection. As is standard, the school was given one day's notice before the visit. The inspectors chose the last week of the school year. The report is made public immediately. The school cannot appeal the findings; the inspector's word is gospel. Parents could not believe the report, it sounded like a completely different school. Among numerous failings, they found that children regularly used racist and homophobic language, a claim unsubstantiated by any of the parents or teachers but nonetheless promptly used as click bait by the local tabloid. Disaster ensued. The headteacher was sacked and now works as a delivery driver for Amazon, despite only six months before being chosen to mentor new headteachers in the district. Teachers were somewhat ironically offered stress recognition training; a dozen children left the school, my daughter's teacher quit within a fortnight. Next year's student intake has halved and lower funding will be the inevitable result. Talk has now turned to the long-term viability of the school and the value of the inner city real estate it occupies.

Education policy is highly political and the tyrannical power of the tabloid media mean change is frequent and smeared with blame and chagrin. The new National Curriculum introduced in 2014 is widely regarded by teachers as unintelligible to the average working class student whose family is more concerned with the impending catastrophe that is Brexit than the correct use of fronted adverbials and split digraphs. Many see the curriculum as simply the misguided brainchild of the Eton educated elite completely out of touch with the people they purport to represent.

Despite all this there are shining lights. I now work in two lovely schools where teachers stay the course and the headteachers do their best to keep the Ofsted wolves from the door. Likewise, we have had some fantastic adventures; beachcombing in Portugal, hiking in Switzerland, whiskey tasting in Scotland. Through it all we feel the future for us is bright, my only hope is that Australia learns from the UK experience and chooses to believe in their teachers.

Improving the status of teaching and World Teachers' Day

The quality of education in any nation ultimately depends on the quality of its teachers.

Emeritus Professor Colin Power Am, FACE - University of Queensland

But while teachers in Australia are well-qualified, caring and capable professionals, the status of teaching as an occupation is falling, and this in turn compounds the problems facing our education systems, especially schools serving disadvantaged and remote communities. In this article, an account is given of international and national efforts to ensure that all employed as teachers are well-qualified, dedicated, engaged and supported in their professional work. It calls on education authorities to pay greater attention to research-based international and professional guidelines, and to work closely with professional organizations to better inform the public of the outstanding role that teachers play as professionals who are dedicated to serving the needs of their students and the nation.

International Norms and Programmes

Since World War II, UNESCO has insisted on the right of all to quality education and to have equitable access to the qualified teachers and facilities they need. It works with governments, education authorities and non-government organizations to set and monitor standards, to share research, expertise and experience, and to achieve internationally-agreed goals (e.g. Education for All, Sustainable Development). UNESCO's work on the status of teachers as professionals was one of my responsibilities, and that led to the establishment of World Teachers' Day 25 years ago.

UNESCO and the ILO have long been concerned about precarious status and situation of teachers, UNESCO's concern being with teaching as a profession and the quality of education, ILO with teaching as an occupation and working conditions. The two organizations joined forces to develop two international standard-setting instruments: the 1966 Recommendation Concerning the Status of Teachers and the 1997 Recommendation Concerning the Status of Higher Education Personnel (<http://www.unesco.org/education>). These set international standards relating to education personnel policy, recruitment, initial training and continuing education, teachers' rights and responsibilities, social security, salaries, employment and working conditions. The Recommendations relating to teaching as a profession serve as guidelines on the necessary conditions for assuring quality and equity in education, based on best practice and research on teaching (Power, 2015).



To monitor implementation, UNESCO and ILO set up a Joint Committee of Experts (CEART). Every three years, UNESCO Member States and accredited non-government organizations are asked to submit reports on the status of teachers. While the response from governments has been far from satisfactory, Educational International (EI) submits reports using information provided by its members (teacher unions). Of the Education Sector, I was responsible for overseeing and reporting on the work of CEART and dealing with allegations.

The world's Education Ministers attend UNESCO international and regional conferences on education, table reports, and agree on programmes designed to address challenges facing them. UNESCO Institute of Statistics (UIS) is responsible for collecting and processing the world's education statistics. Based on analyses of the national reports and statistics, UNESCO's education publications cover all areas of education. Its flagship reports (e.g. World Education Reports, Global Education Monitoring Reports, Delors Report) include analyses of issues relating to the supply, qualifications, training, professional development, conditions of work, and challenges facing education professionals.

The 2018 report of Education International (EI) is based on a global survey of 114 teacher organizations. It reveals that in too many parts of the world, teachers are employed under precarious and shoddy conditions, and more well-qualified and talented teachers are leaving the profession and being replaced by cheaper under-qualified, inexperienced and short-term contract teachers. There is a growing lack of respect for teachers, and more cases of harassment and violence targeting them. The EI survey and UNESCO Reports highlight the urgent need for improvement in professional development, particularly when it comes to teaching children with special needs and ICT.

International and comparative studies (e.g. Adamson, et al., 2016) indicate that the market-based approaches pushed as part of the "Global Education Reform Movement" are accompanied by considerable de-professionalization of teaching in both the public and private sector. High performing countries take the issue of the professional status of teachers and teaching seriously and deliver on their commitment to ensuring

that all students have well-trained, qualified and empowered professional teachers. Nations falling behind do not.

World Teachers' Day

In 1992 over a coffee, Fred van Leeuwen (General-Secretary of Education International) and I discussed strategies we might use to improve the status of teachers. We came up with the idea that the anniversary (5th October) of the adoption of the 1966 ILO-UNESCO Recommendation should be designated as World Teachers' Day. Ultimately, the idea was approved by UNESCO's General Conference and World Teachers' Day was launched at a special ceremony at UNESCO in 1994.

Educational International (EI) and UNESCO mounted a campaign each World Teachers' Day to help give the world at large a better understanding of teachers and the invaluable role they play in the development of students and society. Each World Teachers' Day, we mounted campaigns in co-operation with TV5, BBC World and CNN reaching hundreds of millions of viewers, and each year distributed well over 100,000 media kits, press releases, posters, videos and newsletters. In addition, extensive use has been made of the web and social media. I played a key role throughout the first five years of the campaign covering the themes "Teachers make the Difference," "Teachers in difficult circumstances," "Teachers on the front line," "Teachers as peace makers," and "Teachers awaken potential." Our booklets give concrete examples of the amazing work being done by great teachers from all corners of the globe, and serve as a refreshing reminder that education is about human development and culture, knowledge and commitment, teachers and students, and not just markets, league tables, money and machines.

We also asked the children from schools around the world "What makes a good teacher?" Their answers reveal the love and respect of children for their teachers, while at the same time reminding us of what lies at the heart of what it means to be a good teacher (the 3Cs - competence, care and commitment). We needed the strong support of all Ministers of Education. Therefore, I made sure that the status of teaching featured prominently at all UNESCO international and regional Minister's conferences. In my closing address at UNESCO's 45th International Conference on Education, I called on the Ministers to join us in the global endeavour to honour the work of teachers and improve their status. To quote:

If learners are at the centre of education, its lifeblood as it were, then teachers are its heart. It is their task to help unlock the treasures that lie hidden within each learner, and to share the gems of knowledge and skills embedded within each culture with the next generation...I am very proud of the fact that I am a teacher. I know the joy of helping young people to learn to know, to do, to be and to live together. Having taught in several countries and in some difficult circumstances, I also know about large classes,

inadequate teaching resources and violent communities. But I love teaching. There is no nobler profession. (UNESCO-IBE, 1997).

The Status of Teachers and the Teaching Profession in Australia

The Australian College of Educators (ACE) is the nation's key association of education professionals. Improving the professional status of teachers and the quality of teaching at all levels has always been central in its efforts to improve our education system. For example, almost twenty years ago, the College organized a summit and published a working paper on teacher standards, quality and professionalism (<http://austcolled.com.au/projects.html>). It set up a Foundation (chaired by Phil Hughes) to support activities designed to enhance the quality of teaching and the professionalism of teachers. That work continues, as is evident in ACE conferences, seminars, publications and events celebrating World Teachers' Day.

Summarizing the evidence on teachers in Australia, Bahr, Pendergast and Ferreira (2019) conclude that today's teachers are much better qualified and prepared than ever before, and that they are doing an outstanding job in managing exhausting workloads and constantly changing government policies, demands and processes. In a review of quality in teaching and teacher education, Bahr and Mellor (2016) argue that professional standards for teaching and rigorous accreditation of training are important, but do not go far enough in providing insight into the key attributes that form quality in teaching, like the ability to motivate, inspire and build confidence in students, and the integrity, commitment, creativity and engagement of educators as professionals. The review admits such qualities may be difficult to measure, but they can be demonstrated and are characteristic of the outstanding teachers we honour on World Teachers' Day.

Teaching is classed as a profession in that it demands high levels of specialised education, knowledge and expertise as well as a commitment to service and a recognized code of ethics. Viewed in this sense, the quality of teaching being provided is dependent, in part, on the extent to which our nation's teachers meet these criteria, as indeed they do. Teachers in Australia are well-trained and better qualified than ever, yet the status of teaching relative to other occupations has diminished. But why? What has declined is not the quality of teachers or teaching, but their relative position in the hierarchy of occupations as rated by members of the public, that is, their occupational rather than their professional status. Public ratings, and beliefs reflect both the characteristics of each occupation (e.g. its function, size, social class and gender composition) and external factors (e.g. community expectations and values, political agendas, media reports). Given that, neither the levels of professionalism of our nation's teachers nor the quality of education they provide are well reflected in rankings of occupational status. In addition, as Hoyle (2001) points out, there are marked intra-occupational status differences within the teaching profession, the occupational ranking of each sub-group

being a dependent on the age level and socio-economic background of the students being taught.

As a nation and a profession, we must continue to seek to improve the quality and equity of education being provided at all levels. We may be one of the world's most prosperous countries and our teachers and schools do well on most measures of performance, but student achievement levels in national (NAPLAN) and international (PISA, TIMSS) assessments have either stalled or seem to be falling, while nations like Canada and Finland, which have similar levels of investment, are not. The reasons are complex, and simply blaming teachers and teacher education both unfair and counter-productive. Moreover, most of the "reforms" put in place (market-based approaches, assessment and accountability regimes etc.) are not helping (Power, 2019). In part, our education performance as a nation reflects the reality that the gaps in family income and in the funding and support provided for schools are much wider than in countries with a strong tradition of state investment in public education (Adamson, et al.2016). It is also difficult to recruit and retain well-qualified teachers in remote rural areas and disadvantaged communities, particularly in science and maths. With that, the gaps between the highest and lowest performing students and schools are widening.

Drawing on OECD Reports and surveys, AEU briefing papers argue that Australian teachers are facing increasing workloads, harassment, violence and stress. These have become the key reasons why more teachers and principals are considering leaving the profession. All too often, teacher attrition leads to the hiring of less qualified persons to fill the gaps. In Australia, teachers report that they work more hours than teachers in most OECD countries, and that they face rising workloads and stress levels as well as a lack of resources, making it difficult for them to meet the basic needs of their students. Hopefully the Gronski Reforms, if properly funded and implemented, will help narrow the gaps, and provide teachers serving disadvantaged communities with the resources and support they need.

Concluding Comments

The Commonwealth Inquiry into the Status of the Teaching Profession, chaired by Andrew Laming MP was set up to address concerns about the status of teaching and quality of education. To date (July 2019), the inquiry has received over 90 submissions and held six public hearings. The Inquiry has noted evidence of a deficit model in the ways teachers and schools are portrayed, assessed and treated. It has identified 37 issues to be addressed, covering teacher selection, induction, support, data, professional development and leadership, early childhood, rural schools, collaboration, professional learning communities, and teacher welfare. We can expect the Inquiry to undertake further studies and analyses leading to an agreed set of recommendations on the measures

Biographies

Emeritus Professor Colin Power AM, FACE, University of Queensland, Chair of the Commonwealth Consortium for Education, and former UNESCO Deputy Director-General.

needed to improve the status of teachers and the quality and equity of the educational services. It would make sense to check the extent to which the measures recommended are consistent the international norms as set on the UNESCO-ILO Recommendations on the Status Teachers and Higher Education Personnel. Ideally, the Commonwealth Inquiry will prove to be a collaborative effort involving all the key players, particularly professional educators and the national organizations representing them. The ACE is playing a significant role in the work of the Inquiry, and as members, we need to play an active role in supporting its work and forging the alliances needed to ensure effective implementation of its recommendations.

This Edition of Professional Educator focuses on Claiming the Profession. It coincides with the 25th Anniversary of World Teachers' Day, the day on which many education authorities and sections of the ACE pay tribute to the outstanding contributions being made some of our great teachers. World Teachers' Day was set up to do more than this, its ultimate aim being to build community understanding of teaching and respect for the contribution teachers make to the development not only of students but also, the nation. Throughout the country, all educational institutions could do more to involve students, the community and the media in activities designed to celebrate World Teachers' Day, and to strengthen public understanding and support for what is the noblest of professions.

References

- Adamson, F., Astrand, B. & Darling-Hammond, L. (2016). Global education reform. London: Routledge.
- Barr, N. & Mellor, S. (2016). Building quality in teaching and teacher education. Melbourne: ACER.
- Bahr, N., Pendergast, D. & Ferreira, J. (2018). Teachers are not underqualified and not under-educated: Here's what is happening. Retrieved 24 September 2019 from <http://www.aare.edu.au/EduResearchMatters>.
- Hoyle, E. (2001). Teaching as a profession. In N. Smelser & P. Baltes (Eds.) International Encyclopaedia of Social and Behavioural Science (2nd Edition). Amsterdam: Elsevier.
- Power, C. (2015). The power of education: Education for All, development, globalisation and UNESCO. Singapore, Heidelberg, New York, London: Springer.
- Power, C. (2019). Global and local dissonance when comparing nation-states and national performance. In Suter, L., Smith, E. & Denman, B. (Eds.). Handbook of Comparative Studies in Education. Los Angeles: Sage Reference.
- UNESCO-IBE. (1997). International Conference on Education: 45th session, final report. Geneva: UNESCO-IBE.



Three Horizons – Inspiring a Future for Educational Change

The following article has been adapted for publication from this year's Australian College of Educators South Australia 2019 MacKillop Medal Oration delivered by Dr Paul Rijken, Principal Cardijn College.

Dr Paul Rijken, Principal Cardijn College

Background

I begin by acknowledging that we meet today on the traditional lands for the Kurna people and that we respect their spiritual relationship with their Country. We also acknowledge the Kurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

I am delighted to present this oration in the presence of distinguished members of the Australian College of Educators, colleagues and friends from Cardijn College. I would like make a special acknowledgement of past medal winners here today and especially Pam Ronan, who is my principal consultant and friend, Pam has been a tremendous support, mentor and leader who has inspired me to stretch beyond some of the most challenging horizons. I am delighted to see Professor John Halsey, Emeritus Professor at Flinders University of South Australia. John may not remember this but in the early 90's I was studying my Masters of Educational Management at Flinders and John you were influential and made an impact on students then, you are a champion for the people in rural areas and coincidentally you were principal of Ceduna Area School where my wife was a student. I also like to pay my deep respects and remember Professor Faith Trent who was a great mentor and role model to me over 20 years ago when I began as a Deputy Principal at St Aloysius College. I had the privilege of working with Faith on the History of Saint Aloysius College and I was always inspired by her work and research.

I am cognizant of the occasion and the importance and significance of the Mary Mackillop Oration. First an oration in the name of Mary Mackillop brings a huge responsibility. Mary Mackillop was a powerhouse in the Australian Catholic Church. The first Australian Saint, a woman who imbued qualities I strive for, such as compassion, nurturing, love, integrity and gentleness, a woman of vision for bringing education to everyone regardless of background, gender, socio-economic status or religion. Her famous words include:

“Find happiness in making others happy”
“We must teach more by example than by word”
or
“Be a gift of love and compassion for one another”.

I am deeply humbled that the South Australian Chapter of the Australian College of Educators selected me to be the 2019 recipient of the Mary Mackillop medal. My heart is racing, and I need to live up to the moment.

As a young boy, I grew up just 2 km north of this location in the early 1970's, a product of our state school system, I was an average student who struggled as a young boy of a migrant family. Language and identity were constant challenges, trying to fit in or being accepted. My parents migrated to Australia to provide a better future for their children. They left good jobs, to trade them for manual labour jobs in manufacturing and cleaning. We were a very happy and close family; I have two younger sisters and a younger brother. I was proud of where we lived in Christie Downs where my parents were able to purchase their first house for just \$12500. Yes, it was possible for a migrant family to buy a house in the developing suburbs of the greater South. As a young boy, I got involved in the local surf lifesaving club, tennis club and a church group called the Young Christian Students led by a Sr Meredith Evans, a Mercy sister working in the area. I quickly learnt that nothing would come easy and that you had to do your very best and try hard your hardest. I remember even more vividly when my Geography teacher in Year 12 told my class that the Christie Downs area where we lived would become a ghetto in 10 years. That was 1975 at Christies Beach High School Western Campus. How wrong was this man!

Today, the Christie Downs community is as strong as ever, still as proud as I was nearly 45 years ago. Today, that school, Christies Beach High School Western Campus is Marcellin Technical, a campus of Cardijn College. Can you imagine my conversation with students when I share that my school days were in the very same classrooms and corridors that they now occupy? That comment by that teacher fired me up so much that I promised myself to strive for the very best and show that he was wrong,

because I believed that young people from the South are just as capable and equally as determined to make it in life as the folks on the plains of Adelaide, this I believe defines who I am as a leader, teacher and resident of the greater southern area. I am justly proud of this beautiful part of Adelaide.

When I was appointed principal at Cardijn College in 2005, I remembered in my first few weeks, a number of senior teachers providing me with some advice about the school and the students. One said “Paul, be gentle on our students, they are not like the students at St Aloysius College, you won't get the same academic achievements”, I was livid and fuming when I responded “Do you know that I grew up 2 km North of this school”.

No one mentioned those words ever again and the scene was set for a massive transformation of culture and belief for staff, students and families. Fourteen years later and the College has grown to be a place of aspiration, a place where students thrive, belong, love their learning and where students strive to make a difference in the lives of their community. With an SES of 91, the College is grounded in what it stands for, a place for everyone willing to be part of a community of faith and learning. It is this culture and drive that defines Cardijn College today.

In 2017, a decision was made by the South Australian Commission for Catholic Schools that Year 7 students would transition to secondary school from 2019. The timing of this coincided with the end of the Cardijn College Strategic Plan and the need to develop another strategic plan which would span into the next decade. The community and the Board in particular saw this as a moment in time, a beginning of Year 7 students in secondary school and their subsequent journey to graduation in 2024. As a school we began to think what that journey would be like into the next decade, will our students be sufficiently prepared to tackle their future, and will our education system have responded quickly enough to the required changes of the emerging future.

In Australia, our educational climate is at a time of great opportunity, with the Gonski 2.0 review, the latest document from the OECD on the Future of Education and Skills in 2030 and other educational research into school improvement, Cardijn College prepared itself for a new innovative process to develop its next strategic plan.

3-Horizons

One of the biggest challenges in futures work is the capacity to build alignment between those who look at the scenarios of our futures and those who build and inspire a vision based on an emerging and preferred future.

The literature remains divided on the concept of using scenarios to support the building of a vision, however in order to connect the present with the desired future, it is important to use a process and technique which ensures an integrity in the planning process and decision making.

Three Horizon thinking connects the present with the desired future through an analysis of culture, systems and structures which depending on a school or education

system may move at different speeds of change. Three Horizon thinking is not new, in fact it dates back to 1999 when Baghai, Coley and White (1999) proposed that managers should simultaneously consider the short-term, medium-term and long-term as three distinct periods over time in terms of a capacity to sustain profit and growth. They looked at Horizon 1 as the defence of core business, Horizon 2 being able to build emerging business and Horizon 3 the ability to create viable options. The model was further adapted by Sharpe and Hodgson (2006), who working for the UK government used this technique and applied it to the issue of energy security.

Schools and educational systems are complex and the capacity to build on transformative change in an environment of an uncertain future is challenging. Transformative change relies heavily on knowledge and understanding of competing issues of power and values through engagement with stakeholders and transparency of information and decisions (Sharpe et al, 2016). The three-horizon framework provides a pathway for practice, it typically provides a conversation between stakeholders to assist in sense-making and strategic actions.

Three horizon practice uses a simple framework best described through the visual depiction of three lines on a graph. The x-axis represents time from the present into the future and the y-axis represents the prevalence of business (school) activity associated with the organisation. So, in an educational context the y-axis would represent the prevalence of educational activity. Three lines represent three different horizons with each line representing activity of how the organisation operates and the value society places on the activity. In essence the framework represents three different patterns of activity and its prevalence over time with the first horizon giving way over time to an emerging third horizon increasing in prevalence over time via a transitional second horizon which either supports the first horizon or the third horizon through a range of disruptive and potentially innovative new activity.

Let me explain in more detail. The first horizon represents the way things are done now often named “Business as Usual”. As a society we rely on consistency and stability and in education we find that many structures and frameworks regarding curriculum, assessment, management of schools, age-based learning are almost immovable, set in concrete. Comments from families are always about, “When I was at school ...”, “if only education was like it was when I went to school?” Our school day is set between 8:30 am and 3:30 am, we have a morning and lunch break and lessons in between have a certain duration. What we have learnt from Horizon 1 is that over time elements of this prevailing activity will become irrelevant or not fit for purpose. Technology has forced our hand, to adapt and change, however there are parts of our “Business as Usual” worth preserving in the emerging future for a range of reasons.

The starting point of any conversation is to identify the prevailing attitudes and activities which drive **the business as usual approach** in school. The next part of the discussion is to consider that the first horizon will lose

its fit with the emerging future and to solicit ideas from stakeholders why and how.

The third horizon is the emerging future, or what we would consider schooling to be like in the middle of the next decade. In looking at a futures approach or using a scenario building activity we can begin to imagine what it might be like for a student by the middle of the decade. What can we deduce by the rapid growth of technology and especially artificial intelligence and the place of robots and automation? Will learning be much more blended in practice, personalised and shaped by the interest of the student. The OECD 2030 document provides a challenging approach to stating that students who are best prepared for their future have a capacity to be change agents. They can positively impact on their surroundings, influence their future and respond to uncertain circumstances in an ethical and global perspective.

The second horizon is the most challenging phase or pattern. This is the most turbulent domain of transitional activities which either influence Horizon 1 or Horizon 3. In this phase, transitional activities defined as H2- are those disruptive and challenging activities which in fact contribute to ensuring stability and continuity of Horizon 1 or business as usual. A great example of this would be something like modifying a school timetable to provide more flexibility, earlier start or later finish. You can just imagine the disruption for staff having to begin school earlier or finish later. This would be in the spirit of fitting greater complexity and emerging future demand in a system still fit for what we do today. On the other hand, transitional activities defined as Horizon 2+ are those disruptive and innovative activities which contribute to meeting the Horizon 3 emerging futures goal. Given that a blended approach in a climate of personalised learning is a potential future direction, an Horizon 2+ approach could consider the integration of subject disciplines into a learning experience that is not based on individual subject disciplines.

The Three Horizons is a simple framework and is more like a practice rather than a theory, concept or idea. So, in using this practice there are some simple steps which one would follow.

1. *establish the present and consider concerns to determine what activities may lose its fit in the near future.*
2. *exploration of future aspirations, imagination and dreaming well into the next decade.*
3. *examining what examples or pockets of future activities are already present today.*
4. *identifying possible innovations which could be determined as positive (H2+) which could bridge into the third horizon.*
5. *identifying essential features of an old system (H1) which would need to be maintained into the future to ensure stability and foundation to our emerging future.*

Toward 2025

At Cardijn College we have found this practice to be highly successful in our development of our strategic directions document "Towards 2025". It provided the community with a means to have a deep conversation shaped by a measured approach to dialogue, thinking, analyses as well as futures thinking and scenario building. This process began with a provocation "What if?" Focussed on what if learning was life-long, life-wide and life-deep, what if it featured experiential, discovery and applied learning, is co-constructed where the voice of students are valued. Where students truly feel agency is real and is supported with leadership training. Where students see learning in the community, to support the community, to work in the community and be agents of change.

This provocation led to an extensive quantitative and qualitative research project to gather ideas and thoughts of all stakeholders, current and future students, current and future parents, staff, industry partners, tertiary educational partners and the general community.

In shaping the data, five strategic themes emerged which were further shaped into five strategic goals.

The Five Goals are:

Influence and Impact – As a school community Cardijn College seeks to be **Influential and Impactful** – Making an enduring difference in the social and economic development of the Southern Adelaide region and beyond. Therefore, graduates of Cardijn College will be insightful and impactful young citizens who, through active engagement in a genuine faith community, are attuned to See and interpret what is happening in the world around them, informed and insightful to Judge what is right and courageous enough to Act in response to ongoing social and economic change in the community and beyond.

Marketplace Learning – Cardijn College seeks graduates to be future-ready adaptive learners who can dynamically interact with ever changing complex and volatile environments and adapt, innovate, positively contribute to and lead from a faith-based perspective.

Enterprise Educators – Cardijn College seeks to mobilise high performing educators and support staff who proactively contribute and lead the delivery of an aspirational, future-oriented curriculum which champions co-construction of learning with students and builds on student agency as a feature of the school experience.

Empowering Pathways – Cardijn College seeks to forge purposeful partnerships and pathways that connect people to opportunities through an active engagement with higher education, industry, families, schools, church organisations, service and community providers, council, local and state governing bodies to be of service to and to work with our aspiration to make a difference to the people in the Southern Vales and beyond.

Investing into the Future – Cardijn College recognises that in order to achieve its goals, the College must ensure

that it invests in people, its students, its staff, families and its partners. The College needs to build a capability and a capacity to not only realise its aspirations but to ensure that it is sustainable and effective. Resourcing and investment into structures and frameworks must optimise economies of scale as well as harnessing leadership and talent.

My experience of using the Three Horizons framework has found that the conversations of H1 and H3 thinking is always filled with energy and passion. Stakeholders understand their H1 environment and present challenges, even today there continues to be robust discussion about NAPLAN, its purpose, perceptions and levels of anxiety. We know what the educational drivers are from schools and who owns the educational agenda at policy level but for you and me it is something we cannot control. What we can control is what we do at the local level to bring about the desired changes for the community.

H3 horizons also bring robust conversations, earlier this year in Catholic secondary schools, Cardijn College had a primary to secondary transition at both Year 7 and Year 8, I recruited a number of primary teachers who were assigned to Year 7 and current secondary staff to Year 8. It was fascinating to see that two classes side by side could be totally different in physical layout. The classroom of Year 7 looked so different to the classroom of Year 8. Can you imagine the physical layout of each class? How can you explain that to the students who at Year 7 and 8 came from primary school together, to the families, to visitors and to staff? There is increasing research and evidence that the set-up, physical environment of the classroom has a direct impact on the wellbeing of learners (Woolner et al, 2007).

How do we respond to the desired outcomes of H3 thinking without the important H2+ innovative and challenging opportunities to change the physical environment? The answer sits fair and square with the learners, the students, their capacity to own the space and transform it is critical in achieving successful H3 outcomes. Recognition by teachers that students have a voice and opportunity to own their learning environment is part of an H2+ strategy.

Someone once told me that Horizon 2 is somewhat like the Sydney Harbour Bridge, the bridge is firmly anchored in H1 and H3 at either side, it is solid, mammoth, its stable but imposing and so H2+ actions must be that transition from the reality into the future, that it must adhere to incremental change, that it must be grounded at the coalface rather than a top down edict. In my school there is now a wonderful dialogue which constantly prompts people to think through their ideas and solutions as either

a H2- or a H2+ thinking, people take notice when they are challenged this way.

The Three Horizons framework allows participants to become aware of the different values and roles each horizon presents, including their associated mindsets. Those who operate in the first horizon are often focussed on meeting accountability requirements, the practicality of managing day to day tensions and challenges. They could view those who operate in the Third Horizon as removed from reality, desktop warriors not grounded in the practicalities of the day to day.

The Three Horizons framework assist people to make sense of complex situations through seeing the world through a pattern of incremental change which are relevant to their circumstances, aspirations and concerns. It allows participants to feel valued in the process of learning and owning the potential solutions or activities which is directed towards a preferred futures.

The power of dialogue between those involved and their own perspective whether it is grounded in H1 or H3 is about the quality of the future-oriented dialogue especially for those who have the responsibility for the H1 environment and those who are seeking a pathway of transformation.

My experience has been that this process has brought a renewed sense of hope, a greater understanding of how actions of the present can contribute to the emerging futures (Sharpe, 2013).

Three Horizons – Inspiring a future for educational change is a framework I commend as a worthwhile practice which can inspire hope, passion and purpose. Three Horizons can empower people to own the activities or actions which could contribute to a better future.

References

- Baghai, M., Coley, S. & White, D. (1999). *The Alchemy of Growth*. New York: Persues.
- Curry, A. & Hodgson, A. (2008). Seeing in Multiple Horizons: Connecting Futures to Strategy. *Journal of Futures Studies* 13(1), 1-22
- Sharpe, B. (2013). *Three Horizons: Patterning of Hope*. Triarchy Press, Axminster, Devon, UK
- Sharpe, B. & Hodgson, A. (2006). *Intelligent Infrastructure Futures: Technology Forward Look*. Foresight Directorate, UK Dept of Trade & Industry, London, UK
- Woolner, P., Hall, E., Higgins, S., McCaughey, C., & Wall, K. (2007) A sound foundation? What we know about the impact of environments on learning and the implications for Building Schools for the Future, *Oxford Review of Education*, 33:1, 47-70

Biographies

Dr Paul Rijken is principal of Cardijn College at Noarlunga Downs in South Australia, a diocesan two campus catholic co-educational secondary school in the Marist tradition. Dr Rijken completed his PhD at Curtin University in Learning Environments and has presented his research at conferences with the American Educational Research Association in the past 5 years. In addition to the Australian College of Educators' MacKillop Medal, Dr Rijken has received the John Laing Award from the Principals' Australia Institute and a national fellowship and educational leadership medal from the Australian Council of Educational Leaders. Dr Rijken is a director with Catholic Secondary Principals of Australia and member of the Marist Schools Australia Regional Council.



Class Act Schools

create a bullying free school culture
for students, staff and parents

An interactive online program, Class Act Schools equips principals to involve all members of the school community—students, staff and parents—in creating an emotionally safe, supportive, positive, bullying free school culture for everyone.

Class Act Schools invites everyone in your school to shape a commitment to a communication culture that disallows bullying, intimidation, incivility and entrenched negativity—and fosters positivity, support and respect.

”

“I gained better communication skills with different people & how I speak to other people has changed & I've noticed that other people have changed how they talk to me.” – Student

”

“It is safe to say that, by every measure, our school now is very different to the one of 15 months ago.” – Principal

”

“This kind of change can never be captured by data. We have a way of talking to each other that has changed the culture at all levels.” – Teacher

SPECIAL FEATURE

info@coach.global

www.coach.global

A Profession and a College of Education (edited)

The Opening Address of the Founders Convention, May 1959

Dr DH Russell

Speaking to the founding members of the College in 1959, visiting academic Professor David Harris Russell (1906-1965) from the University of California, delivered the opening address, which was entitled: "A profession and a college of education". David Russell was a distinguished scholar with expertise in the field of reading. His biographer describes him as 'A man who loved learning and teaching'.

Russell's message was to urge upon his audience the need for a profession and the leadership only it could provide in developing education as a discipline, a "body of knowledge with more intellectual bite than it has today". For Russell, a profession exhibited the "marks of a high calling", of which there were six: ideals of high service to society; comprehensive knowledge enriched by continuing research; selection of members according to selection standards; integrated preparation and training through in-service (as well as pre-service) measures; determination and administration of a profession's own standards; and, self-evaluation of members' performance. Then, as part of an "action-program", Russell threw his audience a series of challenges. These included, once again, the need to assist with research and its dissemination; the question of ascertaining a desirable balance between liberal and professional education; the provision of specialist leadership training for the various categories of educational roles (heads, teachers, inspectors etc.); and, finally, ways of preventing the college from becoming little more than a "superior trade union sufficient unto itself instead of getting all the parts of the profession working together".

Following is an edited abstract of his talk where he illuminates the hallmarks of teaching and education as a profession.

I should like to explore the idea of a profession of education. After mentioning the need for leadership in the educational world I should like to discuss the marks of a true profession and from these derive a few hints about a program of action for the proposed College of Education. These I should like to make in the spirit of Secretary Folsom, recently retired from the Department of Health, Education and Welfare in the Federal Government of the USA, a position that would correspond roughly to that of a Minister of Education

in Canberra, if you had one. Secretary Folsom stated that individuals, even in an affluent society do not put their money into long term investments but into material things which seem to indicate a bit of security. But technological improvements which have boosted industrial production have had little effect on the output of human services such as teaching, research, medical care and social work. As Mr Folsom says, "There are many specific fields where greater attention is needed if our society is to progress as it should". Two of these fields – research and education – I believe are particularly important today.

The concept of a profession of education depends on our concept of education itself. If we believe in a fixed body of subject matter to a limited group of youngsters, there is no need for professional educators. If we in education believe somehow that those who learn easily are 'good' and others who learn with great difficulty are somehow 'bad' then we don't need much professional training. If we conceive discipline as something imposed by a taskmaster and not as a result of practice in planning, decision-making and experiencing their consequences, well, it isn't hard to find classroom dictators.

Unless we can see education as offering maximum opportunities to all children and youth, let us not delude ourselves about the immensity of the educational task. As never before, we need leadership. We need it in developing a discipline of education, a body of more intellectual bite than it has today. We need it in developing forward looking practice in administration and curriculum and teaching and learning. This seems to me to be the kernel of the College of Education idea – a group that can give leadership to a growing profession in a new age.

What are some of the hallmarks of this developing profession? How to move from adolescence to maturity? How can we realise the unique role of teachers on life's stage – not just carrying a spear and making appropriate noises at appropriate times. How can a new organisation provide leadership to teachers who are themselves leaders or potential leaders? A College of Education can do this as it moves toward the marks of high calling. What then are the characteristics of a profession?



1. The first is an easy one for people in education. A profession is motivated by ideals of service to community and society. Teachers are often dedicated people – dedicated to improving the lot of the forlorn and hopeless and the bright but inexperienced, the lot of every child and adolescent.
2. A profession is based on a comprehensive body of knowledge, continually modified and enriched by research. Our profession of education needs much more research and dissemination of research findings. Education needs what industry is doing today – putting money in the budget earmarked for long-term research and development.
3. A profession applies standards to the initial selection of its members. Are we doing all we can to see that our best young people are being selected as future teachers? How can schools compete with industry for capable young people? Is the teaching profession applying our best knowledge of selection procedures?
4. A profession has a comprehensive and integrated program of preparation and training. Another current problem is that of liberal versus technical training – the conflict is largely a false issue because a liberal education is not sharply separated from a vocational or specialised education. A College of

Educators might profitably address itself to certain broad characteristics of a good program of teacher education which must inevitably involve in-service as well as pre-service measures.

5. A profession administers its own standards. Just as professional societies rule upon membership so I believe the teaching profession should have this power. The ideal is a continual upgrading of the profession and this is best done, not by governmental decree, but by the profession itself.
6. A profession is capable of self-evaluation. If independent schools are criticised for snobbery or state schools for low standards, an honest searching appraisal may be in order. We in education should be thoughtful of the criticism directed at education. When something at which we have worked hard for a long time has been attacked, our first reaction is to be angry or at least defensive. When education is established as a complete profession we shall be able to avoid violent reaction to attack arising from feelings of insecurity. We can study ourselves calmly and critically.

I am convinced that the health of an organisation depends on an active program based on a clear conception of what it means to be a true profession.

Celebrating the past: Shaping the Future

What have been the core concerns of our profession over the course of our history? In 2001 the profession was sufficiently empowered to create their own set of propositions to help shape the future of education across the nation. To this end a national consultation venture was undertaken to harness the views of education professionals around the Commonwealth.

Professor Emeriti Hedley Beare and Phillip Hughes

The resulting Education Assembly of 2001 project was supported by funding from the Commonwealth Department of Education and enacted as a joint project of the College and ACEA now ACEL. The outcomes from the Education Assembly of 18-20 April 2001 were recorded in Unicorn Vol 27, No 2 July 2001 with the Introduction written by two of Australia's most loved and respected educationalist, and fellows of both the College and the Council, and both Professor Emeriti Hedley Beare and Phillip Hughes.

They outline in their introductory remarks on the national process of gathering views and information to create A National Declaration for Education 2001.

...‘Every state and territory called people together to create their own contributions and the response was enthusiastic.

As a result, our evidence was like nothing we have been involved with before! Varied, pungent, passionate, pregnant with unspoken meanings, but rich and fertile, the evidence was decoded by a remarkable team of perceptive writers – all skilled analysts and synthesisers. In this process about ten topics kept recurring, and by assembling the materials under these headings about fifty proposition emerged, expressed as dot-points in the report at the end of each section. During the Assembly itself, the writing team developed the final form of the National Declaration, taking account of the inputs from the Assembly. The resultant small set of sixteen propositions which our informants want to see embodied in Australian education is not an exhaustive set, and it is not intended to be, but it embodies a consensus in the community about matters they consider of high priority for education. ...



2019

The Declaration states:

A summary of propositions

As Australia enters its second century as a nation, we make the following affirmations about Australian education. We are in agreement as a people that action should be taken over the next decade wherever appropriate across the Australian community to ensure that these propositions are true of Australian education.

1. Nation building:

Education is crucial for nation building, promoting an informed awareness and critical understanding of our heritage, national identity, societal values and mutual interdependence. Educational institutions have a moral obligation to honour publicly agreed national priorities.

2. State borders:

It is time for Australians to move educational provision beyond the artificial constraints caused by state and territory boundaries, and by geography and distance.

3. Remodelled curricula:

Curricula will need to be reconceptualised to account for the diverse and expanding needs of students in the knowledge era.

4. An internationalised curriculum:

All students in Australia will have the opportunity to enjoy an internationalised curriculum, which includes international experiences, the opportunity to study a language other than English, and subjects like History, Economics and Literature taught from a world perspective.

5. Education and the economy:

As the leading economies become knowledge-intensive, education is now central to building a sound economic base for the nation and will ensure high levels of skill in such areas as information and communications technology (ICT), literacy and numeracy.

6. The post compulsory years:

The nation takes pride in the creativity of those working in the practical trades and the Arts, recognises their contribution to the well-being of the whole community and values the functions of the technical and further education sector.

7. Wider participation in policymaking:

Australia needs deliberative and advisory bodies at national, state and local levels to involve education's stakeholders – parents, teachers, the community and, wherever possible, students – in formulating educational policy.

8. Balancing individualism and community:

Learners are encouraged both to take responsibility for their own learning and to participate actively in their learning communities, avoiding undue emphasis on competition and individualism.

9. Safe learning environments:

Schools endeavour to establish a safe learning environment wherein increasing pastoral care and welfare needs are met.

10. Equity:

Australian support the principle of equity, which gives an opportunity too everyone regardless of their background. Choice and levels of achievement must not be dependent on disparities of resourcing.

11. Education as an investment:

The Australian community regards the justification for public spending on education primarily as an investment in its future rather than as a cost.

11. Inclusiveness and disadvantage:

Schooling is expected to develop fully the talents and capacities of all students. As a consequence, educational disadvantage and areas of systematic underachievement must be identified, located and rectified by properly targeted resourcing, associated with clear accountability requirements.

13. Aboriginal education:

Particular attention must be given to the education of indigenous Australians, and their success as part of mainstream schooling must be guaranteed.

14. Teacher characteristics:

It is expected that teacher education will produce skilled teachers who take account of change in education, who understand the needs of a variety of learners; who are more than subject specialists; who are equipped to operate effectively across different age levels and educational settings; who are expert in assessment; and who understand the deeply valued dimensions of learning which are not easily measured.

15. Teacher registration:

National registration of teachers will promote a national identity for the teaching profession and increase its levels of public esteem.

16. Beliefs and the spiritual:

Because a spiritual frame of reference enhances an understanding of the world, and because education is never value-free, schools are expected to cultivate the natural reverence and wonder in young people, to help them explore why they believe what they believe, and to give them the capacity to analyse their own world-view and those of others.

Almost two decades on, these propositions are now seemingly self-evident, so much have they been embedded in our educational landscape.

Teacher Quality: A Central Concern of the 1990s

Our ACE Year Book 2001 had as its title **Beyond the Rhetoric: Building a Teaching Profession to Support Quality Teaching**, edited by Kerry Kennedy. The issue of teacher quality and teacher professionalism was hotly debated and explored throughout the decade of the 1990s and this Year Book was influential in the move towards establishing AITSL and creating the dimension of professionalism. In his introduction to the edition Kerry Kennedy wrote a piece entitled 'The Teacher Quality Debate: Focussing on the Professional and Personal Dimensions'. What follows is an edited extract from his introductory chapter.

Kerry Kennedy

"Welsh (2000) and Ramsey (2000) have both contributed recently to an elucidation of what is meant by "quality" when it is applied to teachers and teaching. So have a number of contributors to this collection. It will be instructive to start with Ramsay (2000) since his recent review of teacher education, entitled *Quality Matters - Revitalising teaching: Critical times, critical choices*, is the latest in a number of policy prescriptions aimed at the "quality issue".

Ramsay (2000) identified three broad contexts in which "quality" was a focus: system level quality assurance and accountability processes, market oriented policies that focus on choice as the main mechanism to improve quality and professional restructuring that would enhance the status of teaching through developing explicit standards for entry to the profession and continuation in it. He recommended that efforts at the system level continue, that too much reliance ought not to be placed on market oriented mechanisms and that considerably more effort be placed on standard setting for the teaching profession. His recommendations regarding the establishment of an Institute for Teachers in New South Wales indicate just how much reliance he has placed on professional restructuring as a quality issue.

Of the seventeen recommendations in *Quality Matters - Revitalising teaching: Critical times, critical choices* (Ramsey, 2000), nine are concerned with the role and function of the proposed Institute of Teachers. It will, inter alia, set standards, accredit and disaccredit teachers, endorse and disendorse teacher education programs, accredit schools involved in teacher education, advise universities on course development

in teacher education, advise the government on quality issues for teachers and promote the standing of the profession. These functions are designed to create a high quality teaching profession, one in which the community and teachers themselves can have confidence. The rationale for taking this approach is made explicit:

Teaching is the critical profession. Its quality, its health, matters in ways which have consequences for society far greater than is the case for many other professions, occupations and vocations. Teaching has always been important, but never more so than in a society which knows its very future depends on the knowledge and skill base of its people. An investment in teacher education is an investment in teachers; an investment in teachers is an investment in student learning arising from quality teaching; an investment in student learning is an investment in the long-term quality of individual lives and in the prosperity and well being of the people of New South Wales. (Ramsey, 2000, p.214).

In one sense, then, quality is about the whole teaching profession: its standards of entry, its capacity to regulate itself, its standards of ongoing professional development and its ability to meet ever changing community expectations. This might be called the 'quality profession' dimension of the quality debate. It is an important dimension from the point of view of community confidence, of protecting the profession and the community from poor professional practice and being explicit about those standards of practice.



Very often when the quality of teachers is being criticized, however, it is not over entry standards, self-regulation or ongoing professional development. It is about the poor quality of teaching itself. It might be about teaching of mathematics, poor classroom management skills, insufficient attention being paid to the needs of individual students or using a textbook that does not meet the approval of the community. It is perhaps for this reason that the Victorian government established the Victorian Institute of Teaching to signal the core quality issue that was to be addressed. Some sense of this can be gained from the Victorian Minister's announcement concerning the establishment of the Institute:

The Institute will be an independent and representative professional body to promote the quality of the teaching professional in Victoria. (State of Victoria, 2000).

Even though the strategies it is adopting are similar to those of the proposed Institute of Teachers in New South Wales, the emphasis on teaching is an important distinction. (Macvit News, 2001).

It is true that we want and need a 'quality profession'. Yet it is equally true that we need individual teachers who make up the profession to be committed to quality teaching. Good teaching and assessment practices, good classroom management strategies, good relationships with students, a personal commitment to meaningful ongoing professional development and a mindset that focuses on creating the best learning environment. These are the things that need to happen on a daily basis. They might be seen as the 'quality teaching' dimension of the quality debate: what teachers are expected to know and be able to do as they go about their daily work.

There is, of course, a relationship between the two dimensions of the quality debate: between a quality profession and quality classroom teaching. What the profession says as a whole about standards of professional practice should come to life in individual classrooms. The profession speaks collectively to the community while the teacher speaks to students. The voices should be the same echoing a concern for good practice, fairness and outcomes that will benefit individual students as well as the community as a whole. The profession makes these things explicit while the individual classroom teachers engages with them and ensures that they characterise classroom practice.

Thus one way to see the 'quality issue', is from the perspective that it has both a collective and an individual dimension to it. Seen in this way, it is important to understand which dimension is being addressed with a particular strategy or policy. It is also important to be specific about the kind of quality outcomes that are being sought when any quality agenda is being planned. Quality may be an elusive concept but it is not impossible to define it. In the following sections of this chapter an attempt will be made to demonstrate how the quality issue can be addressed once there is clarity about which dimension of the issue is being addressed.

Addressing the Professional Dimension of the Quality Issue: Creating a Quality Profession

The issue of creating a quality teaching profession has been on the political agenda in Australia throughout the 1990s. It has been championed by Ministers at Commonwealth and State/Territory level, by teacher industrial groups, by statutory authorities such as the Schools Council and by professional associations such as the Australian College of Education. Attempts at doing so on a national basis such as the Australian Teaching Council and the Report of the National Standards and Guidelines for Initial Teacher Education Project (Adey, 1998) were well intentioned but floundered on the politics of education rather than because they were bad ideas. Similarly, attempts by different States and Territories to introduce teacher registration, as reported in O'Donnell's chapter, floundered on politics of a different kind. Everyone seems to agree that the creation of a quality teaching profession is essential: to date politicians and the profession itself have lacked the necessary will to do so.

Why is it an important issue? Ramsey (2000) canvassed this issue at length so the reasons need not be repeated at length here. It may be possible to distil just three main reasons that can make the way ahead clearer. They involve the need for:

Professional Entry Standards

- Every profession needs to protect itself and the public from the untrained and the charlatan.

Continuing Professional Education

- Every profession needs to ensure that standards of professional practice are current and up to date.

The Maintenance of High Professional and Ethical Standards and Provisions for Excluding those Members Who Do Not Meet These

- Every profession must be able to disbar from its ranks those member who do not meet the high standards it sets for professional practice.

These are hardly objectionable and they apply to most groups calling themselves professions. In an important sense they are minimalist, and as Ramsey (2000) has shown there are many other things a collective body acting on behalf of teachers might do. There is no good reason, political or otherwise, for not establishing professional bodies that can do these things. What is the state of the art in the States/Territories?

- the Institute of Teachers in New South Wales provides a good model and it is to be hoped the New South Wales government takes it up when the White Paper is finalised in June 2001;
- the Institute of Teaching in Victoria is also developing along these lines and the Victorian government will make a decision in mid-2001;
- there is talk in Western Australia of a Council of Teachers, in South Australia of a Standards Council for Teaching and in the ACT of some form of registration authority. These developments look promising, but action is now needed;
- in the Northern Territory the issue of professional teaching standards is under review;
- in Queensland, some thought may need to be given to enhancing the role of the Board of Teacher Registration, especially in regard to accreditation for continuing professional education.

What are the significant issues that remain to be resolved:

- all State/Territory governments need to take action similar to the recent actions of the New South Wales and Victorian governments;
- Ramsey's (2000) advice about teacher ownership needs to be set in concrete as governments move forward;
- it is always tempting to suggest that national action would create a standard set of processes across jurisdictions. There is little doubt that it would. For the moment, however, the action should be left to State/Territory jurisdictions;
- the provisions for entry, ongoing professional accreditation and disbarment must apply to all teachers irrespective of their employment status. Doctors in private hospitals don't require different standards, or no standards, in order to practice, from their colleagues in public hospitals. Teachers in private schools should be treated no differently from their colleagues in public schools. This is an issue for the whole profession, not just part of it;
- employers, both private and public, may find

having standards for entry to the profession a barrier to finding an adequate supply of teachers at times of teacher shortage. This can easily be remedied by developing strategies for emergency certification as suggested by Ramsey (2000).;

- the Commonwealth's Mutual Recognition Act (1992), referred to in O'Donnell's chapter, will need to be reviewed if a minimalist approach to entry standards is not to prevail;
- developing a mechanism for collective action to ensure the quality of the profession is now a matter of will on the part of governments, teachers, industrial groups and professional associations. There are no good reasons to oppose it and every good reason to support it, not the least of which is the safeguarding of educational opportunities for young people both now and in the future.

Addressing the Individual Dimension of the Quality Issue: Ensuring Quality Teaching

Solving the issues relating to the professional dimension of the teaching quality issue will go a long way towards supporting the teaching profession, building community confidence and creating a true professional spirit for the teaching profession. A very significant outcome might be that it will create the very sense of being a profession, along the lines suggested by the Australian Council of the Professions:

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.

It is inherent in the definition of a profession that a code of ethics govern the activities of each profession. Such codes require behaviour and practice beyond the personal moral obligations of an individual.

They define and demand high standards of behaviour in respect to the services provided to the public and in dealing with professional colleagues.

Further, these codes are enforced by the profession and are acknowledged and accepted by the community. (Australian Council of the Professions, 1997)

As important as are bodies like Ramsey's (2000) proposed Institute of Teachers or Victoria's Institute of Teaching, it has to be remembered that it is the individual teacher who carries the responsibility for quality on a daily basis. Melcian's chapter in this collection makes this point tellingly when she talks about "teacher virtues", such as respect, relationship and relevance. The first

two of these that are more akin to habits of character than traditional, behaviourally oriented competencies or skills. They remind us that teachers engage with quality issues within a framework of values and personally held convictions. Developing a collective approach to support the profession will be helpful in this regard but it is not enough to ensure individual teacher commitment to quality teaching. That can only come when teachers feel personally empowered to take on the quality issue in their own classrooms. Empowering individual teachers in this way has to be seen as a complementary and necessary process to developing collective professional action through a body like the proposed Institute of Teachers. The new structure is essential, but so too is a sense of personal efficacy on the part of teachers as they go about their daily work.

That teachers can develop in this way is evidenced by Semple's chapter in this collection where she describes how some teachers in the United States have voluntarily taken on the task of becoming leading edge teachers. It is why Brennan talks about giving teachers "space", because she believes in the capacity of teachers to demonstrate their commitment to quality. It is why Melican can draw on the wisdom of practice to show how teacher virtues can guide professional practice. It is why Cuttance's contribution highlights what can be done by school communities working together.

How, then, might teachers be best supported in making quality teaching that which characterises their daily work? There are a number of key issues:

- there is little doubt that an organisation like the proposed Institute of Teachers is a necessary condition that will provide support for teachers. Yet it cannot do all that is needed;
- teachers need to be embedded in professional communities from which they can draw support, collegiality and learning. Teachers cannot be isolated professionals either in their schools or in the community;
- teacher professional associations can provide teachers with access to the kind of professional renewal that is necessary for continuing professional education. They must be for all, not just some teachers, and they must be leading edge knowledge organisations that allow teachers to chart their way towards the frontiers of new knowledge and skills;
- other organisations such as universities and groups like the National Schools Network can also work with teachers to build learning communities, research circles, online communities and knowledge organisations;
- employers can play a productive role in the professional lives of teachers by involving them in decision making, policy development and direction setting. Teachers can contribute at all levels as any true professional can.

Each of the issues referred to above is based on the assumption that professionals need to navigate their

own professional journeys. An Institute of Teachers might provide the broad framework in which this is done, but essentially, teachers must engage with the journey and plot the direction. Teachers need opportunities to think and act like the professionals they are. Quality classrooms can only be created by teachers who feel empowered to do so. Teachers do not need straightjackets in the form of checklists of skills and competencies to prove they are professionals: they need professional space to grow and learn in line with the needs of their students and school communities.

What might be done to smooth professional pathways for teachers in the future?

- teachers must form the core of organisations like the Institute of Teachers so that teachers' work is defined by the profession;
- all teacher education programs responsible for initial teacher education must take responsibility for instilling professional values and developing a professional culture so that quality teaching is an aspiration for all graduates. Ramsey (2000), while confined to New South Wales, provides valuable insights that could be applied nationally;
- employers need to ensure that their induction programs focus on quality teaching issues that build on knowledge and skills in initial teacher education;
- alliances need to be formed between professional teacher associations and universities so that teachers have multiple and accredited pathways to pursue continuing professional education. Such alliances need to involve bodies like an Institute of Teachers;
- the Commonwealth government needs to review its HECS policy for postgraduate students in order to encourage teachers to take up further education in an award context."

References

- Adey, K. [Chair]. (1998). Report of the National Standards and Guidelines for Initial Teacher Education Project. Canberra: Australian Council of Deans of Education.
- Australian Council of the Professions. (1997). Definition of a Profession. <http://www.austprofessions.com.au/statements/definition.html>. Accessed 6 March 2001.
- Ministerial Advisory Council on the Victorian Institute of Teaching. (2000). Macvit News: Promoting the profession. No 2. (November)
- Ramsey, G. (2000). Quality Matters - Revitalising teaching: Critical times, critical choices. Report of the Review of Teacher Education, New South Wales. Sydney: NSW Department of Education and Training.
- State of Victoria (Department of Education and Training). (2000). A Renewed Professionalism for the Next Generation, Minister's Speech, Gala Dinner, Education Week. <http://www.sofweb.vic.edu.au/macvit/minister.htm>, Accessed 4 March 2001.
- Welsh, M. (2000). Promoting Quality Schooling in Australia: Commonwealth Government Policy-making for Schools (1987-1996). Unpublished Ph.D Thesis, University of Canberra.

Our archival collections

Charting the growth of the profession

Dr Jill Abell MACE

Recently the ACE Archive and Oral History Collections moved into a new home at ACER's Melbourne premises at Camberwell. The significant collection of print, photographic, digital and audio recordings charts the College's growth and mandates for educational policy and performance over 60 years, providing insight into the development of the teaching profession in the second half of the last century and into the new millennium.

From 1994 until 2016, the Archive collections were curated and managed by the College's Archivist, Tony Ryan FACE, particularly in the period 2002 – 2011. In recent years, he was assisted by colleagues in the volunteering Archivists Fellows Research Group in Adelaide on some of the value-adding projects such as the oral histories. From 2016 until this year, a project taskforce of ACE and ACER personnel had oversight of the move to a new storage facility for the collections. Progressively, members and education researchers will be able to request and retrieve the nationally significant archival material indexed online through the services of ACER's Cunningham Library and the ACEReSearch online research repository. Projects have commenced to enable some collections to be added to the research databases, specifically *Informit* and to be discoverable in the National Library's *Trove* and the development of new guidelines to assist ACE state branches and regional committees in their ongoing management and preservation of their 'born-digital' records, other papers, media, publications and photographic records.

The archival collection represents a material record of the College and its constituent state bodies from its inception in 1959 to the present. It includes correspondence, orations, conference proceedings, paperwork from working groups, and exploratory reports. This material charts the College's instigation and growth, and its broadening and shifting mandate and provides insight into the development, implementation and reactions to Australian educational policy and a cross-section of the concerns of the teaching profession in the second half of the 20th century and into the new millennium. The archive is nationally significant and illustrates the development, expansion and professionalization of education in Australia in the post-World War Two period. It provides valuable insights into the development and professionalization of education in Australia, inclusion in education, de-colonisation, educational policy and the education of women.

Highlights of the collection include: The 1970 Buntine Oration by H.C. Coombs on the educational status of Aboriginal Australians; materials illustrating the involvement of the ACE in Mengies era tertiary educational reform; a collection of papers and reports regarding gender equality in education; documents and correspondence pertaining to the 1987-1988 Dawkins federal higher education reforms; and correspondence and paperwork concerning the Papua New Guinea branch of the Australian College of Educators in the late 1960s and early 1970s.

The ACE archive reflects the College's core interest in the development and the enhancement of teaching as a profession. From its inception, the College has actively conducted research into and been an advocate for best practice not only in teaching but in the training of teachers. This concern has been a primary thread throughout the archive. In 1962, for example, the College collected reports associated with research into teacher training from the state bodies. In 1971, it made submissions to the Senate Standing Committee on Education, Science, and the Arts inquiry into the role the Commonwealth should play in educating teachers. Subsequent documents indicate the College's response to the Committee's findings. Another report on training in the early 1990s initiated a flurry of correspondence between the state bodies. By the dawn of the new millennium, the terminology had shifted to professionalization rather than just training, as reflected in correspondence with the Minister for Education in 2002.

Hand-in-hand with the professionalization of teaching has been the encouragement of research into education and the development of best-practice through pedagogical research. The ACE archives reflect the College's role in sponsoring this research, in disseminating findings and advocating for greater funding for these activities.

This archival material on the development of the education of teachers serves as a tangible link and motivation for the College's participation in policies for tertiary education as well as that of primary and secondary schools. It further offers insight into the shifting understandings of work and the professions within the Australian economy, as well as the expanding role of research-based practice in what had previously been seen as an occupation that was grounded primarily in practical and experiential training.

BOOK REVIEW

Sense & Sensibility – Reclaiming Education: A Review

Reclaiming Education: Renewing schools and universities in contemporary western culture

(2018). Edited by Catherine A. Runcie & David Brooks. Sydney: Edwin H. Lowe Publishing.

Reviewed by ?

AuJane Austen, the doyenne of the English Literary Canon, cheekily claimed that there "is something so amiable in the prejudices of a young mind, that one is sorry to see them give way to the reception of more general opinions." Sadly, some two hundred years later, and without a skerrick of sense, the aficionados of cultural studies and postmodernity have all but declared war on truth and fully embraced 'general opinions' and dogmatic positionings.

The collection of essays, with the unyielding title *Reclaiming Education: Renewing Schools and Universities in Contemporary Western Culture*, edited by Catherine Runcie and David Brooks, two of Australia's foremost academics, is a sombre denunciation of the pitiful state of education as observed by twenty-two distinguished scholars and commentators. Despite the seriousness of this endeavour the volume dispenses with diatribes and concentrates instead of finding some measure of optimism in rescuing education from the evil clutches of ideology and postmodernity.

The main argument of the book is a sensible one: Critical questioning is no longer a prized tool of scholarly research, but it is employed as a way to stifle discussion, debate and to eviscerate academic dissent. The traducement of Truth as a precious value, and one that ought to assume centrality in our complex and interconnected world is mournfully commented on by most contributors. It is especially sad, that the passing of truth, as the centrepiece of our humanist values and cornerstone of western civilisation, has been officiated by none other than the leader of the free world, President Trump.

Postmodernism, once studied as a literary movement, no longer needs to masquerade as a cultural paradigm but has assumed fiendish proportions and its maniacal thrall has usurped most of our vaulted institutions of higher learning; the very places that ought to be in pursuit of wisdom. Historically, the erosion of a liberal education, at the heart of the volume, may have occurred for the very best of intentions, such as the famous Australian egalitarian spirit of providing a fair go for all. Another, less-laudable reason can be located within the maleficent tentacles of identity politics. As some writers such as Matthew Lesh, David Brooks, and Steven Schwartz opine, identity politics may have come about as a way of redressing historical and cultural

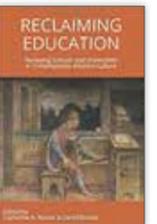
? is

wrongdoings, but they appear to have assumed monstrous proportions and by doing so have dismantled what is 'true' and aesthetically masterful.

The collection is readable, engaging, provocative and, unsurprisingly from the pen of such an illustrious collection of scholars and thinkers, erudite. At its best, the volume constitutes a passionate plea for the reinvention of beauty in diverse disciplines such as Music, Mathematics, Latin, reading, Art, Philosophy and the literary tradition. Each contributor, including the late and great Richard Gill, is at pains to argue that their respective domain is not a privileged, or elite, but can provide complex and rewarding experiences and pleasures for its students and acolytes. Barry Spurr, whose own essay has provided the title for the collection, valiantly implores readers to reinstate the discipline of English even though, by his own writing, this appears to be insurmountable.

The barbarians, which have taken over the asylum, according to the gist of the volume may well take aim at the lack of inclusivity in the authors included in the volume, they might also take aim at the lack of dissenting voices here. *Reclaiming Education*, nonetheless is ultimately a nostalgic call to arms for a liberal arts education which sadly, and ironically, only abounds in the US, because as many of the contributors assert this type of education, that has nurtured many of the world's leaders and entrepreneurs, has been annihilated by the voguish cultural studies predictions.

The most admirable common thread in this collection of essays is the exultation of deep thinking and rigorous intellectual discipline which is often desolately lacking in many places of higher learning. The collection is riddled with many examples of the latter. Runcie, Brooks and their learned colleagues should be congratulated for asking the right sort of questions that ought to be at the core of any discussion of education: what needs to be done so that students can lead fulfilling and rewarding lives whilst remaining good and responsible citizens? At best the authoritative collection's primary aims is to illustrate how the dedication to truth ought to be a common goal for all who care about our very humanism and civilisation. Another, equally worthy aim is the imploration that education and its preservation ought to be seen, according to Catherine Runcie, as a shared treasure.



National Board

Chair & National President

Dr Phil Lmabert PSM, FACE

Board Members

Dr Geoff Newcombe AM MACE - Co-Opted

Mr Anthony Mackay AM - Co-Opted

Associate Professor Anne Coffey MACE (WA)

Ms Lila Mularczyk OAM, FACE (NSW)

Mr John Mula FACE (TAS)

Managing Director

Ms Helen Jentz

National Office

ace@austcolled.com.au

www.austcolled.com.au

ACE Publications Working Group

Working Group Chair

Dr Julie Rimes FACE

Working Group Deputy Chair

Associate Professor Judith Dinham MACE

Working Group Members

Dr Bruce Addison MACE

Dr Lynda MacLeod MACE

Dr Matthew D Norris MACE

Mr Alex Wharton MACE

Letters to the Editor should be directed to
profed@austcolled.com.au

Comments for DebatED should be directed to
debatED@austcolled.com.au

ACE reserves the right to include comments
received in ACE publications and promotional
materials at their discretion.

Publisher's disclaimer

Copyright: No part of this publication can be used or reproduced in any format without express permission in writing from the Australian College of Educators. The mention of a product or service, person or company in this publication, does not mean endorsement. The views expressed in all articles in this publication are not necessarily those of the Australian College of Educators (ACE), they are published in this journal in the spirit of open discussion on educational issues.

Professional Educator is produced by the Australian College of Educators with the assistance of the ACE Publications Working Group: