



Teachers make the difference

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Some reflections ...

- Teachers' profession
- Teachers and pupils' learning
- Teachers' Professional Development

Teachers' Profession

School Culture

- Literature review since the 70s describes the teacher profession as “isolated” and “lonely” (Lortie, 1975; Goodlad, 1984; Hargreaves, 1999).
- Teaching is a very important task to be carried out by a person alone

Teaching Profession in Europe

- In Europe, 6.25 millions persons are working as teachers
- Teachers in Europe are quite old:
 - 30% of teachers are more than 50 years old
 - 2 million teachers are expected to be replaced in the next 15 years

3.8.2007, COM(2007) 392 final,
Study on Mobility of Teachers and Trainers, undertaken on behalf of
Directorate-General for Education and Culture, 2006
(<http://ec.europa.eu/education/doc/reports/doc/mobility.pdf>)

Teachers' profession –Newly qualified teachers

Newly qualified teachers

- In Canada, 15-20 % of newly qualified teachers leave the profession during the first 5 years of service (National Graduates Survey, Statistics Canada, 2000).
- In USA up to 40% of newly qualified teachers leave the profession during the first 5 years of service . (*Berg, Donaldson, & Johnson, 2005*).



Teachers – Working conditions

- Insufficient National/School Curriculum
- Problematic working conditions
- Difficulties with classroom management
- Insufficient school infrastructure and teaching aids
- Lack of support by colleagues, parents and local community
- Lack of professional autonomy



Principles for teacher Education

- Principles for teacher education:
 - Graduate profession
 - A profession placed within the context of lifelong learning
 - A mobile profession
 - A profession based on partnerships

(Common European Principles for Teacher Competences, March 2005)



Principles for teacher Education

- Key competences of teachers
 - Work with knowledge, technology and information
 - Work with fellow human beings
 - Work with an in society

(Common European Principles for Teacher Competences, March 2005)

Teachers Professional values and Competences

- Subject (s) specialist
- Pedagogue
- Teacher of transversal competences
- Digitally literate
- Leader
- Manager linguistic/cultural diversity
- Responds to individual needs

Teachers Professional values and Competences

- Reflective practitioner
- Innovator
- Researcher
- School developer
- Co-worker (colleagues, parents ...)
- Autonomous learner
- Lifelong learner
- Mobile learner



Teachers and Pupils performance



Teachers and Pupils performance

- Teacher quality is the most important factor within school that influences pupils performance (it has got bigger influence than school organisation, school management or financial resources) - (Rivkin, Hanushek and Kain, 2005)
- The quality of an educational system is related to the quality of its teachers (Barber and Mourshed, 2007)
- There is positive relation between the teachers' in-service training and the pupils' performance (Angrist and Lavy, 2001; Bressoux, 1996)



PISA results (2010)

- School systems considered successful tend to prioritize teachers' pay over smaller classes
- Schools with better disciplinary climates, more positive behaviour among teachers and better teacher-student relations tend to achieve higher scores



School leadership

- After teacher quality, school leadership is the factor that most strongly affects student learning
- Good school leadership can improve teaching and learning by shaping organisational structures, school climate and teacher practices

(PLA, October 2010)

Students' Performance

- Students' performance is affected by:
 - Teacher “intelligence”
 - Teacher quality
 - Teacher education



Continuous Professional Development of Teachers



Continuous Professional Development of Teachers (European Commission)

Stages

- Initial Training
- Appointment
- Induction
- CPD



Improving the quality and the quantity of teachers CPD

- Needs analysis
- Quality Assurance
- Variety of CPD
- Participating in CPD



OECD (2005)

- Effective professional development is on-going, includes training, practice and feedback and provides adequate time and follow-up support
- Successful programmes involve teachers in learning activities that are similar to the ones they use with their students and encourage the development of teachers' learning communities
- Growing interest in developing schools as learning organisations

TALIS results (OECD, 2009)

- Topics on which teachers need more CPD is:
 - Teaching special learning students
 - ICT teaching skills
 - Student discipline and behaviour

Questions

- Main Question of the Conference:
 - ***How can education develop, stimulate and intensify talents of children and youngsters?***

Questions

- From the presentation of professor Frank van der Duyn Schouten:
 - How to identify excellence?
 - How to use excellent teachers?
 - How to honor excellent teachers?
 - How to change mentality?



Questions

EXCELLENT TEACHERS

1. How do we define excellent teachers?/What makes excellent teachers?
2. How do we make sure that we have functioning and excellent teachers?
3. How can the teachers promote excellence in the classroom?