



RECRUITMENT AND SELECTION

February 2020



TEACHERS AND GOVERNMENT – A COMMON INTEREST?

- **Our aim – a good school for every child and for every community**
- **Histories of the teaching profession that teachers recognise.**
- **Problems that teachers acknowledge.**
- **Successes that teachers and Government celebrate.**
- **A joint commitment to:**
 - **high standards;**
 - **high expectations for all children.**

WHAT MOTIVATES TEACHERS?

- **Making a positive difference to young people's lives.**
- **Performance management/appraisal – yes, if it works.**
- **Performance management linked to pay/compensation determination:**
 - **significant motivation (depending on the principal's knowledge and fairness) but short-term.**
- **Linking pay/compensation with achievement of percentages of tests or examination results:**
 - **no improvement**

WHAT MOTIVATES TEACHERS? (2)

- **Praise and recognition of achievement and (specialist) expertise:**
 - significant motivation
- **Opportunities for horizontal career development, based on growing expertise:**
 - significant motivation
- **Teachers as learners; teachers as researchers:**
 - significant motivation
- **High quality professional development:**
 - significant motivation

WHAT MAKES A GOOD TEACHER?

- **A rigorous selection procedure on entry to teaching based on high quality.**
- **Basic motivation – making a positive difference to young people’s lives.**
- **Deep knowledge of subject disciplines.**
- **Empathy with/consistency of approach to young people.**
- **Deep knowledge of pedagogy/ability to adapt pedagogy to pupil needs.**
- **Understanding and knowledge of pupil behaviour and classroom organisation and the need for a consistent relationship with pupils.**
- **Working with colleagues.**
- **Most importantly, the ability to work with colleagues within the context of clear aims and objectives for the school.**

WHAT MAKES A GOOD TEACHER? (2)

- **A professional development strategy owned by teachers.**
- **Leaders, teacher organisations and local learning communities.**
- **A quality Initial Teacher Training/Masters Degrees continuum.**
- **Teacher organisations – central or marginal to teaching and learning?**

THE ROLE OF LEADERSHIP IN PROMOTING PUPIL ACHIEVEMENT

Basic strategies:

- **Building vision and setting directions.**
- **Understanding and developing people.**
- **Designing the organisation.**
- **Managing and supporting the teaching and learning programme.**
- **Collecting, monitoring, analysing and using information.**

'LEADERSHIP INTELLIGENCES'

- **Contextual intelligence.**
- **Professional intelligence.**
- **Social intelligence.**

'LEADER PERSONALITY TRAITS'

- **Self-efficacy.**
- **Internal locus of control.**
- **Conscientiousness.**
- **Rapport.**

INCENTIVES TO BE LEADERS

- **Collegiate working**
- **Ability to do the job.**
- **Critical friendship with peers.**
- **Career prospect of making a difference on a system basis.**
- **Fair Pay/compensation commensurate with responsibility.**

THE LESSONS THAT THE NATIONAL UNION OF TEACHERS HAS LEARNT (NO.1)

- **Individual country education systems are not directly transferable.**
- **But lessons can be learnt.**
- **There needs to be an acknowledgement:**
 - **by the Government that the teaching profession has to understand the need for change;**
 - **by the teaching profession that change has to happen;**
 - **... and understanding that the education system is no better than the quality and commitment of its teachers.**

THE LESSONS THAT THE NATIONAL UNION OF TEACHERS HAS LEARNT (NO.2)

- **It is vital that there are:**
 - **high quality teachers;**
 - **high quality teaching;**
 - **deep and embedded learning.**
- **Therefore:**
 - **continuing professional development must be integral to teachers' lives;**
 - **assessment of each pupil's progress is embedded in teaching;**
 - **the purposes of evaluation are made clear.**

THE LESSONS THAT THE NATIONAL UNION OF TEACHERS HAS LEARNT (NO.3)

- **The nature of assessment and evaluation must be clear.**
- **There is a distinction between:**
 - **the evaluation of pupils;**
 - **the evaluation of teachers;**
 - **the evaluation of schools;**
 - **the evaluation of the national education system.**
- **While changes to the organisation of the education system may be necessary; change must yield equity of high achievement, not widen parental choice.**
- **No school can operate on its own.**
- **A core National Curriculum is essential. It should describe expectations and entitlements.**
- **It should contain a requirement on schools to adapt the curriculum at school level.**

THE LESSONS THAT THE NATIONAL UNION OF TEACHERS HAS LEARNT (NO.4)

- **Institutional evaluation should lead to:**
 - **school improvement;**
 - **improve the nature of teaching and learning within the schools;**
 - **diagnose problems and support improvements;**
 - **be understood and owned by teachers and parents;**
 - **school self-evaluation – externally evaluated.**

THE LESSONS THAT THE NATIONAL UNION OF TEACHERS HAS LEARNT (NO.5)

- **Imposition of change rarely sustains reform.**
- **Providing the conditions for change is better than imposing change.**
- **Policies must be demonstrably evidence-informed.**
- **Teachers will respond to offers of partnership working.**
- **Excessive workload is usually a consequence of imposed change.**
- **Fair compensation/pay has to be an integral part of the reform process.**

THE LESSONS THAT THE NATIONAL UNION OF TEACHERS HAS LEARNT (NO.6)

- **Unions:**
 - **protect, promote and provide for the members;**
 - **have an historical memory bank second to none;**
 - **historical knowledge is an advantage - “*we’ve been there before so we can deal with proposed change*”;**
 - **historical knowledge can be a disadvantage - “*nothing is new*”.**
- **Unions can have a positive and negative influence on their memberships.**

The importance of teacher quality

- Since the 1980s there is an increasing emphasis on student achievement in school systems around the world
- Evidence from several different lines of research indicate that teacher quality is the main determinant of student achievement
- Teacher quality is difficult to define and assess, but in empirical research teacher efficiency in bringing about student achievement has been emphasized.

How large are differences in teacher efficiency?

- One fundamental question is how large differences in teacher efficiency are (“fixed teacher effects”)?
 - *Reanalysis of an experimental study of class size effects showed that fixed teacher effects explain 10 % of the variation in student achievement.*
 - *Longitudinal studies give the same result.*
 - This implies that the effect of teachers is equally strong as is the effect of student socio-economic background

What influences differences in teacher efficiency?

- According to some researchers there are no observable teacher characteristics which are related to teacher efficiency.
- According to other researchers there are teacher characteristics, such as knowledge and skills, experience, and education, which are related to teacher efficiency. Some examples:
 - *Teacher education at master level (5 years)*
 - *Teaching experience (up to five years)*
 - Systematic observations of teacher behaviour in the classroom are, however, highly predictive of teacher efficiency
 - The weak relations between teacher characteristics which are simple to observe and teacher efficiency makes it difficult to create systems for selection and evaluation of teachers

The Nordic countries

- The Nordic countries (Denmark, Iceland, Norway, Finland and Sweden) are similar in many respects, such as social organization and culture. However, in the field of education, Finland is different:
 - *Up to around 1970 the Nordic educational systems were quite equal in terms of educational participation and student achievement. But after 1990 the Finnish students have outperformed the students in the other Nordic countries.*
 - *The system for teacher training and selection is different in Finland compared to the other four countries.*
- For simplicity, I will make a comparison between Sweden on the one hand and Finland on the other.

Development of the Swedish school system

- Centralized system 1840 – 1990
 - *National principles and rules for appointment of teachers, resource allocation, evaluation, etc*
 - *Highly prescriptive national curricula*
 - Decentralized and deregulated system 1990 –
 - *Municipalities responsible for organizing education, with much delegation of responsibilities to schools and principals*
 - *Introduction of independent (private) schools*
 - *Local principles and rules for resource allocation*
 - *Much local control over curricula*
 - Recentralization and reregulation 2010 –
 - *New school act 2011, imposing stricter regulation in many areas*
 - *Registration of teachers*

Teacher selection during the three periods

- The centralized period:
 - *Teacher education determined eligibility for employment to different teaching positions. In the 1970s, there were 40 different types of teaching positions, each requiring a different teacher education.*
 - The decentralized period:
 - *In 1988 and 2001 teacher education was reformed and programs prepared for broader areas of teaching.*
 - *The eligibility requirements were loosened. Teachers also often were assigned to teaching positions for which they did not have an appropriate orientation/specialization.*
 - The recentralization period:
 - *In 2011, the Swedish Parliament decided to introduce registration of teachers and preschool teachers in Sweden.*
 - *The purpose was to raise the level of skills among teachers.*
 - *Registration will require a degree in education and a successfully completed probationary year.*

The probationary year

- The probationary year serves two purposes:
 - *to give the new teacher an introduction to the profession;*
 - *to assess whether he or she is suitable for the profession.*
- During the probationary year, new teachers have the support and assistance of a mentor
- The principal is responsible for assessing whether the teacher is to be registered or not. Assessment, at three different occasions during the year, of suitability for teaching with respect to four aspects:
 - *Interacting with the individual student*
 - *Leadership*
 - *Collaboration*
 - *Responsibility for own learning and professional development*

The registration

- A teacher's registration shows in which subjects and grades he or she is qualified to teach.
- Registration will be required for a teacher to grade students, and to be a mentor to new teachers during their probationary year.
- Only registered teachers will be eligible for permanent employment.
- If a teacher neglects work, the registration may be withdrawn. Such decisions will be taken by a committee - the Teachers' Disciplinary Board.

Some problems in Sweden

- The number of study places in teacher education has been based on projections of number of teachers needed. These projections have generally been incorrect, leading to both teacher surplus and teacher shortage.
- One reason for this is that it has proven difficult to estimate the effects of teacher attrition.
- Some areas have suffered serious shortage of teachers over extended periods of time, the most important being science and math teachers in grades 7 – 9.
- During the last two decades, recruitment has become poorer, because of dropping salaries, heavier workload, less professional freedom, and criticism of the low quality of teacher education

Teacher education in Finland

- In 1979 a 5-year teacher education at the master level was introduced
- Degree either in education (primary level) or in a teaching subject (secondary level)
- Strong research links:
 - *Gives contact with current knowledge*
 - *Supports development of scientific thinking in the form of critical, analytical, attitudes and ability to ask questions and formulate problem*
 - *Provides a basis for further professional development*
 - *Gives eligibility for doctoral studies*
 - *Gives status*
 - *This teacher education is still in operation*

Recruitment and selection to teacher education in Finland

- Many applicants (more than 5-10 applicants per study place); high grades from upper secondary school required for admission
- Admission tests with focus on personal characteristics of importance for teaching.

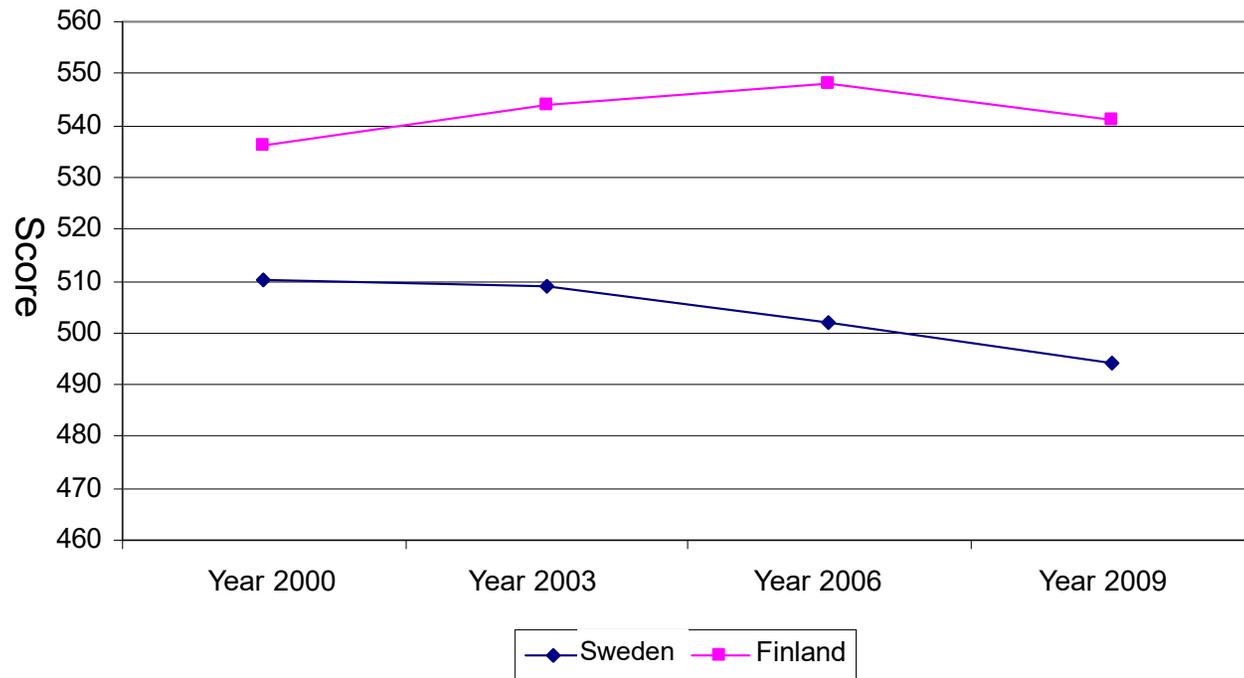
The teaching profession and teaching in Finland

- High status, based on the high qualification requirements and tradition
- A high level of autonomy
 - *Few central prescriptions in curricula*
 - *Teachers responsible for formative and summative evaluation*
 - *Little scheduled teaching*
 - *Active networks of collaboration within and between schools*
 - *Experimentation*
- Follow-up and evaluation
 - *Sample-based national evaluations*
 - *No school inspection*
 - *No external tests, except at graduation from upper secondary school*

Selection of teachers

- Teachers with a completed 5-year teacher education are eligible for employment
- Hiring of teachers is decentralized to the municipal level and often to the school. The municipality/school announces positions and selects among eligible applicants.
- Shortage of teachers within ICT, but also within esthetic subjects and technology, mathematics and languages.

PISA Mathematics 2000 - 2009



Conclusions

- Finland has during the last two decades developed into a world leader in student achievement, while the Swedish position has declined.
- One main explanation for this has to do with development of teacher professionalization in Finland, based on
 - *an ambitious teacher education with tight connections to research,*
 - *a strong recruitment basis, with selection on grades and characteristics of importance for teaching*
 - *a high level of professional autonomy.*
 - In Sweden there has been a low level of ambition to support development of teacher education and teacher professionalization, the current strategy being to prevent unsuitable teachers to enter the work-force.