The Conversation

## A place for sharing and discussing ideas about education

Huguette Caland: Exit (1970)

Welcome to the conversation

At *The Conversation* we believe that giving educators the space and time to talk about teaching and learning is essential.

Conversations can generate ideas, inform pedagogies and inspire reform. A conversation implies a measure of equality and that listening and sharing without limit, without judgement, without inhibition can lead to incredible things. Conversations allow us to explore ideas, to challenge and ask questions of ourselves, each other and the systems we work in. They inspire us to create, analyse and evaluate ideas. They provoke us to engage intellectually with the latest research and make links between theories and praxes. Conversations can lift us, excite us and challenge us. So join in the conversation!
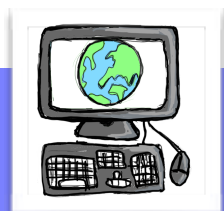
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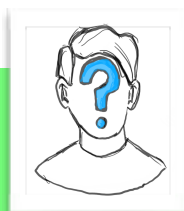
QUESTION

Questions can kick start conversations. They ask us to think, respond and converse. Be curious, ask questions.

CONVERSATION

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In each issue we will pose a new question
This time we ask **"How can schools combat social injustice?"**

Our responses
Simon Elliott argues for social justice

Ian Cross explores the influence of Sir Cyril Burt

Corrin Parvin discusses the inequity of homework

John Hattie writes in our **Dialogue Pages** responding to the research issue

Katy Pautz wants to make the word poor richer

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OP-ED

How can schools combat social injustice? Ultimately I fear the answer may be that they can't, at least not a great deal. That is unless school leaders, visionary educationalists and the government radically overhaul the structures and strictures of the current paradigm. The exam system of 8 (and often many more) GCSEs and ludicrous constriction of focus down to 3 or 4 A Levels not only puts enormous pressure on students at entirely the wrong time, it also stifles creativity, inhibits depth of thinking and actively promotes inequality.

What is needed is a clean slate. If we were to build an education system from scratch, (rather than piecemeal adjustments and tinkering with antiquated praxes), I very much doubt that we would design our schools, our curriculum, our regime of examination in a way that resembled UK education today, at all. Given the freedom to do so, a bespoke education system could be designed that removed many of the features we see today, that actively promote inequality and social injustice.

Writer and blogger Mark Fisher coined the term 'capitalist realism' which is loosely defined as 'the widespread sense that not only is capitalism the only viable political and economic system, but also that it is now impossible even to imagine a coherent alternative to it'. Fisher goes

on to say; 'It is more like a pervasive atmosphere, conditioning not only the production of culture but also the regulation of work and education, and acting as a kind of invisible barrier constraining thought and action.'

I would like to propose that in education today there is a very similar pervasive atmosphere, one which we might call 'educational realism'. Lone voices cry out in the desert for radical change (e.g. Robert Halfon MP in Issue 3 of The Conversation), but does anyone actually believe that we will see such changes? Will we ever see an end to GCSE examinations? Or A Levels? Will schools ever be free (truly free - rather than the recent news from Truro High School for Girls) of league tables and reductive inspections? (reductive in the sense that a whole school community, in all it does, with all the relationships and life it has, is reduced to a single number and adjectival brevity).

No, I think that we live in a time of 'educational realism'.

(I appreciate that we are currently swinging (somewhat) away from the Govian narrative of data and progress and 'traditional values', but on the pendulous spectrum that UK schools find themselves, a swing from Govian values to a more progressive paradigm is still not that radical a change).

I think that there must be schismatic change. Only then will schools be able to play a fuller part in combatting social injustice. The inequalities that society, and therefore schools, have to deal with are many; socio-economic inequality, cultural inequality, racial inequality, cognitive inequality. Schools should be at the beating heart of society. Schools are the places where future society is created, moulded, inspired, fostered. We must ask ourselves what we want our future society to be, what its citizens will be and our schools must continue the work of building the future.

I would also like to take this opportunity to let you know about The Conversation Podcast. It's hosted by John Rodgers and Sarah Taylor, both from Mounts Bay Academy. The aim is to provide, as this magazine does, content that will kick start conversations. Included in the podcast feed are special episodes where you can hear the full interview conversations between John and the people has talked to for this magazine. Inevitably, when editing an interview for print publication, certain snippets are left out from the original conversation. To hear them all in full, or to hear the regular episodes go to Spotify and search for TheConversation.Education or visit the Anchor website at www.anchor.fm/ theconversationeducation. As with everything we do, we would love to hear from you. If you would like to contribute to the podcast, be a guest, join us for a conversation, contribute to the magazine or the website, then please let us know.

editor@theconversation.education

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How can schools combat social injustice?

JOIN IN THE CONVERSATION

The conversation is all about bringing people together and talking. Asking a question is a good way to begin a conversation. This semester we ask **"How can schools combat social injustice?"**. Clearly there are many possible ideas and views one could answer with or argue about, but that's the point. It gets the conversation going.

We would love to hear your ideas. If you would like to submit a written response (of around 500 words) please email us at **submit@theconversation.education** or visit **www.theconversation.education**

Conversations need not happen face to face but it is sometimes just really nice to sit around a table and talk. If you would like to join in with one of our conversations in person, please let us know. Email **info@theconversation.education** or visit **www.theconversation.education** for more details.

Do you agree with the ideas discussed by our contributors? Maybe you completely disagree. Either way, we want you to talk about it! Let us know your thoughts, discuss them with your colleagues or debate them with your friends. Have a conversation.

So come on, dive in and join the conversation!

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Education and Social Justice

Simon Elliott

Human Capital Theory teaches us that organisations (and therefore society) must recognise the value of each member to that organisation and that, as McCracken et al (2017) tell us; "social capital is the catalyst that converts the knowledge of individuals into the knowledge of the organisation"

This position sounds, at first, very clinical and business-like, however when one considers educational organisations, and Social Justice, could it not be argued that their role is to identify the skills and talents of all members as individuals and therefore create a richer society by valuing each member as a component of the overall social capital, in that we become 'richer' if all flourish, and enable them to identify their particular skills and development them fully?

What is "Social Justice Education"?

Bell (1997) describes it as; "Social Justice Education is both a process and a goal. The goal of social justice education is full and equal participation of all groups in society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. We envision a society in which individuals are both self-determining (able to develop their full capacities), and interdependent (capable of interacting democratically with others)."

Should educational institutions therefore centre themselves within the experiences of the less advantaged to ensure that their inherent gifts are valued and allowed to flourish, in a way that their circumstances might not

otherwise allow? In a sense following the ideas of Liberation Theory as Muskuss (2002) but replacing the role of the Church with that of the School.

Edwards,G et al (2018) would argue that only a "a democratic Marxist manifesto for teacher education for economic,

environmental and social justice" can bring about change in education to truly achieve "Social Justice" (along with many other changes) and that this is wrapped up in the liberation of the Workers from the "neoliberal hegemony".

However, it is not just the Left that use the term "Social Justice". In its "Blueprint for Social Justice", the centre-right "Centre for Social Justice"(CSJ) (2019) comments that:

"When families on the margins find stability, work and independence, more adults and children can thrive, more people become net contributors within society, and demands on the public purse reduce. We all gain. It is also a priority for the people of the UK. The electorate is clear that social justice should be the priority of any government. It is the core role of politics."

It is clear that the motivation is that society benefits when all members of it are productive. The data supporting the urgency of this issue, whatever political background you come from, is clear. The CSJ Blueprint reports that (2019); "44%of disadvantaged children get a good pass in English and Maths in GCSEs, compared to 71% of their better off peers." and we read in HM Government (2012); "Attainment gaps persist between pupils from low-income families (those eligible for free school meals) and their peers through all stages of education, including entry into higher education. Children who are eligible for free school meals are around four times more likely to receive a permanent exclusion than children who are not eligible for free school meals. 40 per cent of newly sentenced prisoners said they had been permanently excluded from school and 46 per cent said they left school with no qualifications." and; "Second, we recognise that disadvantage is far wider than income poverty alone. Though low income is a useful proxy measure, it does not tell the full story of an individual's well-being. Frequently, very low income is a symptom of deeper problems, whether that is family breakdown, educational failure, welfare dependency, debt, drug dependency, or some other relevant factor. Many people are beset by a combination of these factors, interlinking with one another and

driving a cycle of deprivation. We need a new approach to multiple disadvantages which is based on tackling the root causes of these social issues, and not just dealing with the symptoms."

This policy led to the Pupil Premium as being a tool for schools to address the inequalities, although one could question whether in an environment of real-terms budget cuts whether this money, supposedly earmarked to have tangible impacts on students from disadvantaged backgrounds, is simply used for plugging the gaps.

Therefore, society as a whole benefits when we recognise that education plays an essential role in trying to overcome the impact of the situation that you find yourself born into and actively works to ensure that all are given a change to recognise and develop their gifts and talents.

It is clear that this centre-right ideology cannot be seen as pure-Neoliberalism as Thorsen,D and Lie,A (2007) describe it as; "Neoliberalism is perhaps best perceived of as a radical descendant of liberalism "proper", in which traditional liberal demands for "equality of liberty" have been bent out of shape into a demand for total liberty for the talented and their enterprises." and furthermore describe the processes where; "Neoliberalism generally also includes the belief that freely adopted market mechanisms is the optimal way of organising all exchanges of goods and services. Free markets and free trade will, it is believed, set free the creative potential and the entrepreneurial spirit which is built into the spontaneous order of any human society, and thereby lead to more individual liberty and well-being, and a more efficient allocation of resources"

Therefore the more intervention-led approach of the centre-right to left's understanding of using education to achieve "Social Justice" is at odds with the laissez-fair attitude of pure NeoLiberalism.

One area that becomes difficult to deal with in a Social Justice context is that of students whose behaviour leads them

to be moved into "Alternative Provision". In HM Government (2002,p30) we read that the expectation is that *"Ensuring all pupils in alternative provision are given a full-time education"*. Given the nature of much AP, and this is not a criticism of the institutions, they cannot give a truly holistic, full-time education of the quality that those students would benefit from in their mainstream classes.

When you consider that, in 2002, the report states that; "Children aged 13-14 who live in families with five or more social problems are 36 times more likely to be excluded from school or to have contact with the police than children in families with no social
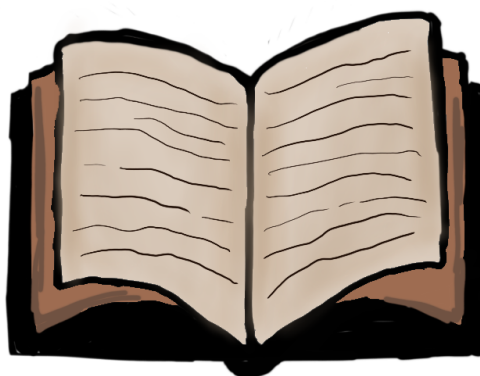
problems. A survey showed 64 per cent of young men permanently excluded from school in adolescence had gone on to commit criminal offences. A recent review of young people aged 15 to 17 in Young Offender Institutions (between 2010 and 2011) found that 86 per cent of young men and 82 per cent of young women had been excluded from school and nearly 42 per cent of young men and 55 per cent of young women had last attended school aged 14 or younger."

Yet when we look at the impact of exclusion and Alternative Provision, as Wright (2018) comments, it is evident that we must do more; "For those who work on the front line, the staggering fact that 58 per cent of young adults in prison were permanently excluded at school is of little surprise. This is because there is only so much that

good existing alternative providers, like the one I was part of, can do – mainly because they operate in a system that is broken.

Exclusions, official and unofficial, are rising at an alarming rate. That's because too many schools lack the tools to manage complex needs, and miss the boat when it comes to early intervention. But there is also a rotten underbelly to these trends; although not representative of the mainstream as a whole, some schools are dumping children out into the cold because it is convenient for them to do so. Once out, their chances are often bleak. There are some truly brilliant alternative providers, but as this report shows, quality is highly variable; and there is a dark corner of the sector that operates without proper oversight at all."

It can be therefore be seen that, from a Social Justice point of view, the role of the educational institution could not be more important in determining life chances, and we have the implication that the State should get involved.

So, when addressing the topic of *"Social Justice in Education"*, It should not take Liberation Theory or revolutionary Marxism to point out to us that even human deserves the chance to realise the gifts within them and achieve their full potential in society, and therefore enrich society as a whole.

Whether you approach this from a Centre-Right point of view that "Society" needs every person to fully contribute, in order to reduce the burden on society as a whole, or from a Radical-Left view that it is to reduce the oppression of the workers and free society from Capitalism, as McLaren (2001) says: "Do we, as radical educators, help capital find its way out of crisis, or do we help students find their way out of capital? The success of the former challenge will only buy further time for the capitalists to adapt both its victims and its critics, the success of the latter will determine the future of civilization, or whether or not we have one"

It should be clear that Education is the single most impactful experience to change an individual's outcomes, and that society is "poorer", whether culturally or fiscally, if a section of its members are excluded from achieving their potential, simply because of where they were born, or the life-chances they have been granted.

Social Justice Education is the process for working to eliminate this exclusion.

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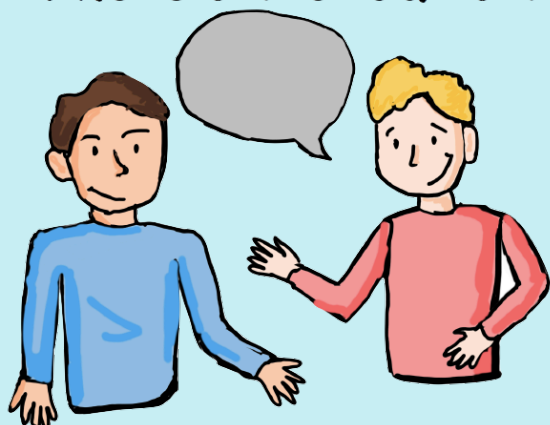
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Homework

Corrin Parvin

As teachers, we are quite rightly passionate about giving our students 'equal opportunities'. We make sure that we provide food for those who need it by offering breakfast clubs and free school meals. We ensure that work is appropriately scaffolded for the differing abilities of our students. We teach about different cultures and sexualities and religions to guarantee that our students are considerate and caring of others. But I wonder if perhaps our focus needs to move away from simple equality and towards equity. It is an unfortunate fact of society that some children receive an academic head start, simply due to the nature of their socio-economic status. Equality seeks to remove these differences, but a side effect of this is that we inadvertently allow privilege to persist.

From my previous experience of working in areas with disparate social groups (Knowle West in Bristol and Stratford, East London), it has become increasingly apparent that homework is one of the key areas that perpetuates social injustice and allows privilege to prevail.

When educators are setting homework, we are making a number of important assumptions. We are assuming that our students have access to resources. We are assuming that they have supportive parents or carers. We are assuming that they have someone educated and knowledgeable at home who can give them help. We are assuming that their mental health is stable enough to cope with any additional workload.

Unfortunately, for a number of students this is far from reality. Many students are expected to take on a caring role at home, looking after younger siblings or disabled parents. Others don't have a space of their own, sharing a bedroom with a number of siblings. Others still, return to an atmosphere of anger, abuse or anxiety; hardly an environment to complete meaningful academic study.

Mounts Bay is a school that provides huge amounts of support for students to achieve their academic best at school, but when we send students home to a difficult environment to complete vital work we are removing all of that support and expecting them to achieve the same level of success. During my NQT year I had a conversation with a student called Sophie*. Sophie was in an after-school detention for not completing her homework. When I asked why she hadn't completed it (she had never missed work for me before, so I was curious), she tearfully told me that she had suddenly moved foster placements that weekend and had accidentally left all her stationery behind. Every student had been set the same work, and any that hadn't completed it had received a detention. This surely ticks the equality box, but what about equity? Through absolutely no fault of her own Sophie was now being punished, further damaging her attitude to school, but she had also missed out on a vital piece of learning. She was now further behind her peers, with an increasingly negative perception of school. This conversation will always remain with me, and is something that I always have in the back of my mind when dealing with a student who hasn't completed homework. As teachers we need to have an awareness that students are children, many situations are out of their control, and homework becomes an additional pressure on an already stressed child.

I would argue that all 'compulsory' curriculum work should take place in school, during timetabled lessons to completely remove a significant barrier to social and academic equality. That is not to say that students can't be working at home, but enforced homework feels like an outdated concept to me. Perhaps a move towards 'additional study' would be more suitable for ensuring equity over equality. Departments provide a range of resources (news articles, case studies, revision tools, videos, exam analysis) for students to use whenever is appropriate for them. Hopefully, this would lead to a more self-motivated generation of young people, who actively seek out learning opportunities, rather than seeing them as a punishable chore. Alongside this, a level of flexibility might ensure that this academic development is achievable for all.

In a county where a third of children are in poverty, surely it is up to educators to give those children every opportunity to succeed, not to maintain historic policies that consistently disadvantage the already disadvantaged.

*name changed for anonymity
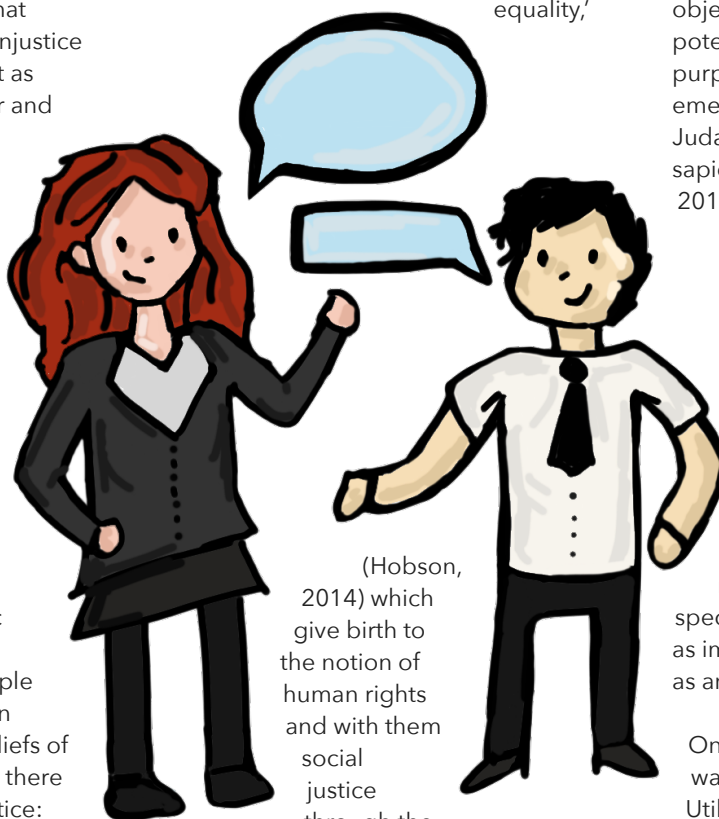
Why should schools combat social injustice?

Ian Cross

~~How can~~ *Why should* schools combat social injustice?

Before answering the question of '*how* can schools combat social injustice?' - which is a matter of methods and means, there is a deeper ontological question about the purpose of education in the supposition that schools *should* combat social injustice at all. I will argue that this is not as axiomatic as would first appear and at the root of '*how* can schools combat social injustice?' is the requirement to untangle the ideas and histories that originate from those antithetical viewpoints.

In the origins of Graeco-Roman history there are arguments for justice but this is only extended to citizens, there is no great requirement for social justice beyond membership of these elites, Plato discusses Social Contract theory in his Republic but never holds a formal discussion on slavery for example (Vlastos, 1941). Neither in Asian traditions, characterised by beliefs of cycles of birth and re-birth, are there greater demands for social justice: there are 'copious inscriptional and documentary evidence for the institutional monastic ownership of slaves from Sri Lanka, Cambodia, Burma, Thailand, Korea, China, and Japan' (Buswell, 2004). Whilst the idea of karma and conceptions of personal identity were borne out in the discrimination against *burakumin* ('outcastes') in Japan and the roots of hierarchy and caste strictures in general (Ujike, 1985, Miyasaka, 1995, Bodiford, 1996, Hayashi, 1997). Similarly in Feudal Christian societies the divine right[1] of elites was regarded as God's blessing and maintaining the status quo of power distribution was therefore the Lord's work. It is arguably the Protestant reformation, Thomas

Hobbes, John Locke and the French Enlightenment thinkers such as Rousseau, who was a deist and in his 'Discourse on Inequality' proposed 'the idea of "the state of nature", an original form of human life in which "natural compassion" held sway, ensuring fundamental equality,' (Hobson, 2014) which give birth to the notion of human rights and with them social justice through the equality of all people. This memorably finds expression in Thomas Jefferson's American Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness…." (US, 1776) But not so equal as to prevent slavery, segregation and the overt racism which continues in America to this day.

The idea that things *ought* to be a certain way (as opposed to accepting things as they are) is particularly Judaeo-Christian; the restitution of creation being God's ultimate aim for

humanity (The Bible: Isaiah 65:17 & 66:22, 2 Peter 3:13, Revelation 21:1). In 'Mere Christianity' CS Lewis expounded his idea of Moral Law: that acknowledging that things *ought to be* a way is to assert that a moral judgement can be made over them, and that this therefore infers an innate objective morality (Lewis, 1998). Even potentially atheistic Humanists purporting to care for social justice emerge through the context of the Judaeo-Christian privileging of homo sapiens over all other species (Harari, 2015)

Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." (The Bible: Genesis 1:26)
So if we accept that humans have no special privilege amongst species, then animal welfare becomes as important a concept of social justice as any human concerns.

One early advocate of animal rights was the founder of modern Utilitarianism, Jeremy Bentham. He argued that the ability to suffer, not the ability to reason, should be what he called the "insuperable line"; that if reason alone were the criterion by which we judge who ought to have rights, human infants and certain disabled adults might also be excluded. His economic ideas influenced the development of the welfare state and he advocated for equal rights for women, the separation of church and state, freedom of expression, the decriminalising of homosexual acts, the abolition of slavery and the death penalty and the abolition of physical punishment, including that of children. Incidentally he repudiated the natural law arguments of the American

Independence movement, bought shares in the new University College London and was a staunch atheist (Rosen, 2014). He in turn was friends with the abolitionist James Hill, father of the Christian Socialist Octavia Hill who was influential in developing social housing and one of the founders of the National Trust. From Florence Nightingale, Elizabeth Fry, The Cadbury family, and Lord Shaftesbury to Josephine Butler it seems many of the Victorian social reformers were driven by strong Christian convictions, whilst occupying positions of privilege and prestige themselves.

Having then been denied a religious justification for maintaining their status through 'natural law' and 'divine right' by the atheism and reason of the enlightenment thinkers, elites who cared not a fig for human infants and certain disabled adults, turned instead towards Biology and particularly Charles Darwin's theory of Evolution by means of Natural Selection to justify the rampant exploitation of labour through the Industrial Revolution.

Charles Darwin shared an
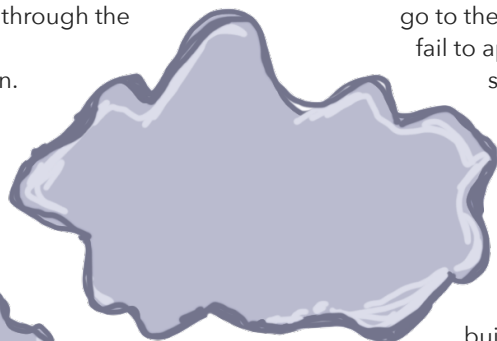
interest in Thomas Malthus' theories of population growth with both Alfred Wallace (Bonar, 1885), who simultaneously came up with the theory of evolution independently to Darwin, and Charles Dicken's fictional character Ebenezer Scrooge who sounds frighteningly contemporary when he says:

> "I can't afford to make idle people merry. I help to support the establishments I have mentioned: they cost enough: and those who are badly off must go there… If they would rather die,'' said Scrooge, "they had better do it, and decrease the surplus population." (Dickens, 1911)

Darwin and Wallace's ideas were vivaciously supported by the pre-eminent[2] biologist (and grandfather to Aldous T H Huxley), who in his embittered article 'The Struggle for Existence in Human Society' (Huxley, 1888) argued that nature is a gladiatorial contest in which the weak go to the wall, and woe betide us if we fail to apply this maxim to human society for we shall sink under the burden of supporting those unfit to live (Newman, 2015). 'Huxley spent much of the 1860s and '70s immersed in educational reform and institution building.' (Desmond, 2019)

To relate this back to why schools should combat social injustice at all, in this context the Biological arguments have become politicised - the political Right taking the view that anything that can infer advantage to their offspring is not only preferable but also natural. If schools are integral to the endowment of advantage then maintaining social division is simply a consequence of Darwinian struggle. We cannot say that this social division is an 'injustice' since it has been derived through means of natural selection and is therefore in fact justified. I would argue that a great many people subscribe to these views in some form or other and the maxim that schools themselves
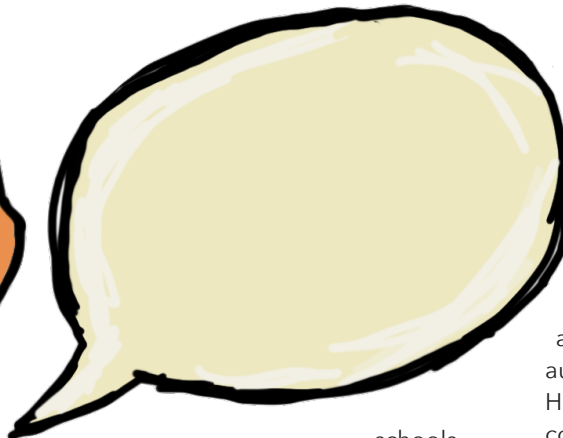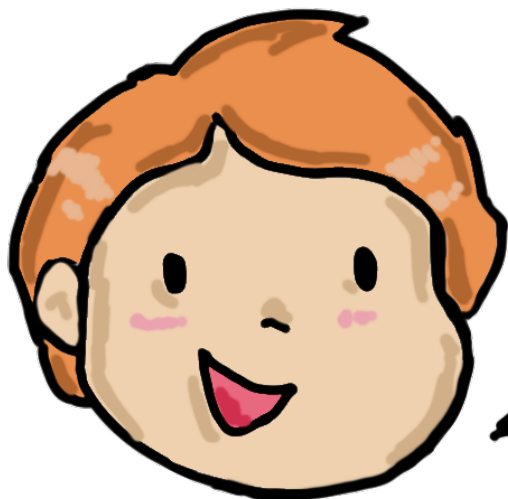
should be made to compete in a market place for students for their own survival has become the established norm.

Huxley was not without criticism from within the scientific community and his ideas expressed in 'The Struggle for Existence in Human Society' were rebutted by the Russian naturalist, anarchist and philosopher Peter Kropotkin in his essays collected together as 'Mutual Aid: A Factor of Evolution'. Kropotkin explored the role of mutually-beneficial cooperation and reciprocity rather than conflict as the chief factor in the evolution of species (Kropotkin, 1904). 'Providing abundant examples, he showed that sociability is a dominant feature at every level of the animal world. Among humans, too, he found that mutual aid has been the rule rather than the exception' (Avrich and Miller, 2019). As one of the philosophical architects of the Russian Revolution, inevitably Kropotkin's ideas about Mutual Aid over Struggle for Existence are deeply associated with the political Left. To achieve an integrated society Kropotkin 'called for education that would cultivate both mental and manual skills. Due emphasis was to be placed on the humanities and on mathematics and science, but, instead of being taught from books alone, children were to receive an active outdoor education and to learn by doing and observing firsthand.' (Avrich and Miller, 2019).

Whilst Huxley did much to popularise and promote the Sciences in the 19th Century, he also nationalised the Darwinian struggle (Desmond, 2019) - he saw industrial powers as competing for resources and land, so in his nationalism, support for empire and overt racism I believe we can see the emerging origins of the Holocaust, not in 20th century Germany but in 19th Century Britain.

During this time and drawing on these ideas Charles Darwin's half cousin, the polymath Sir Francis Galton was inventing Psychometrics and developing 'a set of beliefs and practices that aim[ed] to improve the genetic quality of a human

population by excluding… certain genetic groups judged to be inferior, and promoting other genetic groups judged to be superior', (en.wikipedia.org, 2019) which he termed 'Eugenics'. Galton was interested in the heritability of intelligence, the standard deviation of which, however it was measured, determined that humans certainly were not all equal and undoubtedly influenced the young (Sir) Cyril Burt who routinely visited him as a child with his father.

Sir Cyril Burt was the first the first educational psychologist appointed by a governmental body in Britain, President of the British Psychological Society, member of the British Eugenics Society, honorary president of Mensa and the first Psychologist to be knighted. Graduating from Oxford with a second class degree, he became Lecturer in Psychology at Liverpool University, where in 1909 he used Charles Spearman's model of general intelligence (Spearman was the originator of the IQ test) to analyse his data on the performance of schoolchildren in a series of tests. This first research project was to define Burt's life's work in quantitative intelligence testing, eugenics, and the inheritance of intelligence. One of the conclusions in his 1909 paper was that upper-class children in private preparatory schools did better in the tests than those in the ordinary elementary

schools, and that the difference was innate. (en.wikipedia.org, 2019)

In support of this inheritability of intelligence, he claimed that the IQs of fathers and sons were very similar, but provided no parental test scores. "When questioned 50 years later about how he had measured parental intelligence, it emerged that Burt hadn't--he had merely assumed it from their social standing!" (Parrington, 1996)

Nevertheless he was made the official psychologist of the London County Council, responsible for the administration and interpretation of mental tests in London's schools and where 'To initiate and supervise research' was one of his core duties'. (Keir, 1952)

In 1931 he was appointed Professor and Chair of Psychology at University College London, succeeding Charles Spearman himself. Burt's studies convinced him that intelligence was primarily hereditary in origin… His data seemed to demonstrate that occupational levels (and hence social

class) are determined mainly by innate, hereditary levels of intelligence. (Encyclopedia Britannica, 2019)

The influence of Sir Cyril Burt cannot be overstated: Burt's massive scholarship and research status gave him a position of great strategic influence in shaping policy and practice, not only at education authority level but also at national level. Hearnshaw (1979) details his key contribution at every level of the education system – infant and nursery schools, primary education and secondary education. The reports which shaped the reconstruction of the education system after the war 'depended much on the evidence of the psychologists, and in particular on that of Professor Cyril Burt' (Van der Eyken, 1973, cited in Hearnshaw, 1979). (MacKay, 2013)

The reconstruction of the education system after the war implemented the Hadow report of 1926 whose main recommendations included the introduction of the 11+, grammar schools and that in non-selective secondary schools there should be an emphasis on practical work related to 'living interests'. (Gillard, 2015)

Burt's later research was into identical twins separated at birth and educated and raised separately, by comparing the correlations between their scores on intelligence tests Burt was able to assert extremely high heritability scores for intelligence. Burt seemed to find a surprisingly large number of families with identical twins who had decided that two was too many and yet this did not ring alarm
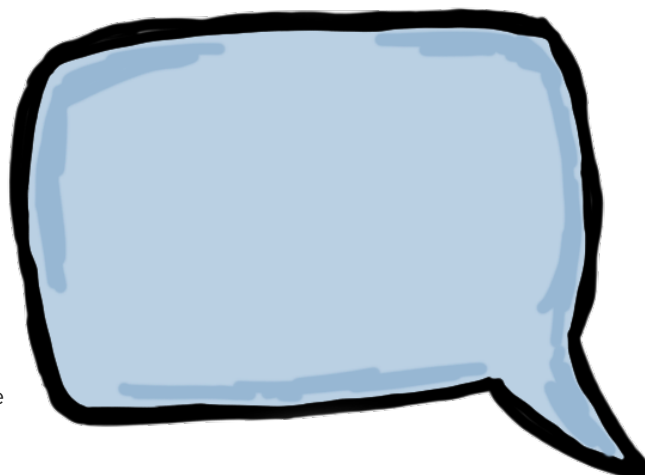
bells amongst the peer reviewers and co-authors Margaret Howard and Jane Conway who only appeared in the historical record as reviewers of Burt's work in the *Journal of Statistical Psychology* at a time when the journal was edited by Burt. It took until the year of Burt's death in 1971 for an American academic Leon Kamin to observe that Burt had reported correlation coefficients correct to three decimal places in his twin studies of 1943, 1955 and 1966. The probability of this being mathematically correct was virtually impossible and so further scrutiny ensued, culminating in a series of damning articles by Dr. Oliver Gillie, the medical correspondent to the *London Sunday Times* who concluded that not only was Burt's data made up but his co-authors Margaret Howard and Jane Conway had also been concocted. Prominent followers of Burt such as Hans Eysenck of London University and US psychologist Arthur Jenson scrambled to his defence, but notably Ms Howard and Ms Conway remained silent. Because of Burt's critical importance in establishing selective education, what became known as 'the Burt affair' has been highly politicised; supporters of Burt aligning with the political Right and providing sufficient obfuscation and doubt, whilst opponents of Burt aligning with the political Left and damning him. Between them the confirmation-bias is palpable! At best we can say the historical basis for selective education is uncertain and at worst it is based on a criminal fraud. The legacy of Grammar schools with their hierarchy of Classics, Sciences (thanks to TH Huxley) and Humanities versus the non-selective 'practical work' can still be found in the nonsense labelling of 'academic' and 'non-academic' subjects.

In conclusion therefore, combatting social justice is important if you believe in the goodness of mankind like Rousseau or Moral Law like CS Lewis. And combatting social injustice is important if you believe elites aren't ordained by God or inherently

biologically superior. Social justice is important because when we help each other and our environment we are perhaps best placed to live social, rich, pleasant, peaceful and long lives. Schools can combat social injustice by teaching the history of ideas and show students that the way things are is not inevitable or fixed but open to debate, interpretation and realignment, provided they know the reasons *why*.

Footnotes

[1] Richard I declared at his trial during the diet at Speyer in 1193 was supposed to have said: "I am born in a rank which recognizes no superior but God, to whom alone I am responsible for my actions" (Duncan, 1839) and it was Richard who first used the motto "Dieu et mon droit" ("God and my right") which is still the motto of the Monarch of the United Kingdom.

[2] Huxley also served as president of the Geological Society (1869–71), the Ethnological Society (1868–71), the British Association for the Advancement of Science (1870), the Marine Biological Association (1884–90), and the Royal Society (1883–85). With seats on 10 Royal Commissions, deliberating on everything from fisheries to diseases to vivisection, he had clearly penetrated the labyrinthine corridors of power. (Encyclopaedia Britannica, 2019)

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Huguette Caland: My Parents (1978)

How can schools combat social injustice?

Making the 'word poor' richer – with tier 2

Katy Pautz, Lead Practitioner, Falinge Park High School, shows how a school-wide move to using Tier 2 vocabulary is benefitting students in all years – and their teachers

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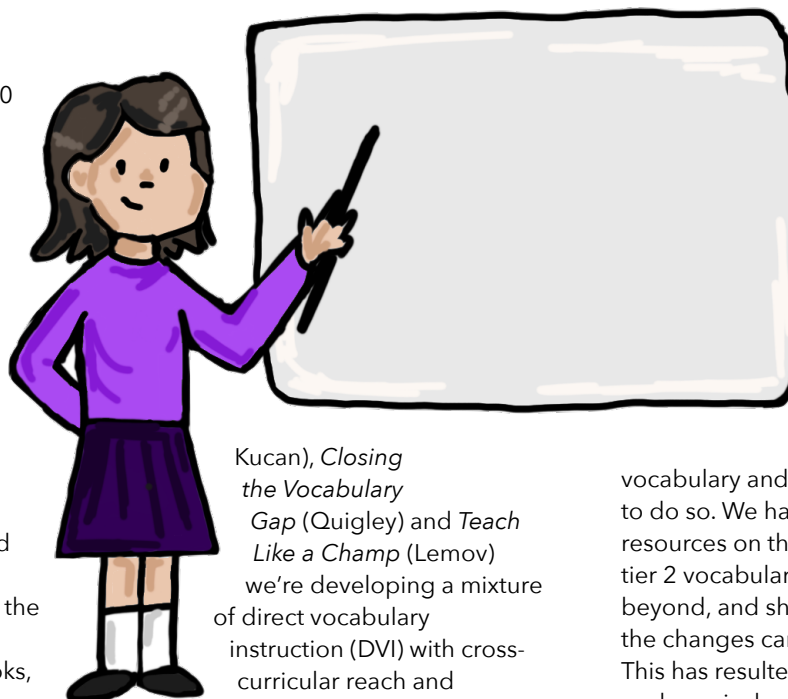**https://www.ssatuk.co.uk/blog/making-the-word-poor-richer-with-tier-2/**

"We will proceed no further in this business," said Macbeth.
"Oh yes we will," I replied. (A year 10 writing in role)

The students at the town centre school in the North West where I work have some wonderful ideas but are limited by the lack of vocabulary needed to express them. In a recent piece of creative writing inspired by Macbeth, they explored relationships, power struggles and themes, yet they lacked the tier 2 vocabulary to express complex knowledge and understanding. And they are not alone. Schools confidently teach tier 3 vocabulary: the key words that are displayed on boards, highlighted in exercise books, repeated in questions and encouraged in discussions. The problem is, you only need to try and decode a GCSE exam paper to realise that in many cases, it's no longer the subject terminology that is acting as a barrier for our students but the Tier 2 vocabulary around it.

Add to that the perception of many of our students that academic vocabulary makes them 'sound posh' and isn't theirs, and it is clear that we have a challenge on our hands. As a staff body, we need to help our children over the 'lexical bar' that would allow them to read and understand the majority of texts they will encounter in their futures, and respond to them accordingly.

Our Assistant Headteacher for Literacy, EAL and reporting to parents has led the drive to make our students (and staff) 'word richer'. Using *Bringing Words to Life* (Beck, McKeown and Kucan), *Closing the Vocabulary Gap* (Quigley) and *Teach Like a Champ* (Lemov) we're developing a mixture of direct vocabulary instruction (DVI) with cross-curricular reach and principles such as 'form matters' which work for our students and staff. I added '(and staff)' to the first sentence of this paragraph as they have reflected that increasing the focus on Tier 2 vocabulary in planning their lessons has indirectly made them improve the vocabulary they use in the delivery of explanations and their planned questioning. As a school, we are all developing the vocabulary range that we use and valuing the power that this choice gives us.

> **"As a school, we are all (teachers and students) developing the vocabulary range that we use and valuing the power that this choice gives us"**

We have used CPD sessions to deliver the message that all staff have a shared responsibility to improve our students' vocabulary. Over the last two years, we have introduced staff to the theory behind improving vocabulary recognition and usage, and encouraged them to understand how students learn new vocabulary and why it is so important to do so. We have shared research and resources on the implementation of tier 2 vocabulary in classrooms and beyond, and showed staff the impact the changes can have and are having. This has resulted in staff changing their pedagogical approaches within the classroom. For example, in Humanities and Science the pre-teaching of key tier 2 vocabulary before the reading of a challenging text is now a feature of classroom practice.

Subject areas' support
We have built the support in subject areas based on their need and, as a Lead Practitioner, my support is tailored to individuals and subject areas for development. We have worked on vocabulary now with over 50% of our subject areas, and a recent survey shows staff and students are positive and actively using tier 2 vocabulary effectively. The fact that we began this in 2017 and it is a school priority demonstrates we are aiming for a sustainable change, as opposed to a short-term quick fix.

Tutor time is also recognised as key for vocabulary development. Each term, a select group of words linked to a

whole-school reading text is taught through a PPT shared with all staff and modified by each tutor for their year group when necessary. The DVI (Direct Vocabulary Instruction) format alongside activities that give the opportunity to trial and refine use of the new vocabulary are helping to make the students see these words as vital if they are to clearly express their opinions and ideas.

The evidence

The students are independently applying their new vocabulary and rather than 'sounding posh', are seeing it as theirs. Examples include a year 7 written response from internal exams: "I agree that (King John) did some nasty things but some of them have a plausible explanation"; and a year 11

writing a card to their 'exemplary' teacher.

We've still got work to do, but our students are becoming more skilled in communicating their knowledge and understanding to others. We can't predict every word in every exam question, however we can give students a broader diet of language while they are in our school environment. We see this focus on tier 2 vocabulary as a worthwhile investment.
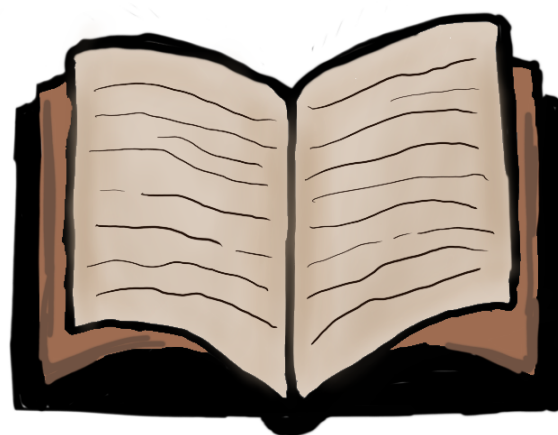
Sunset at Land's End
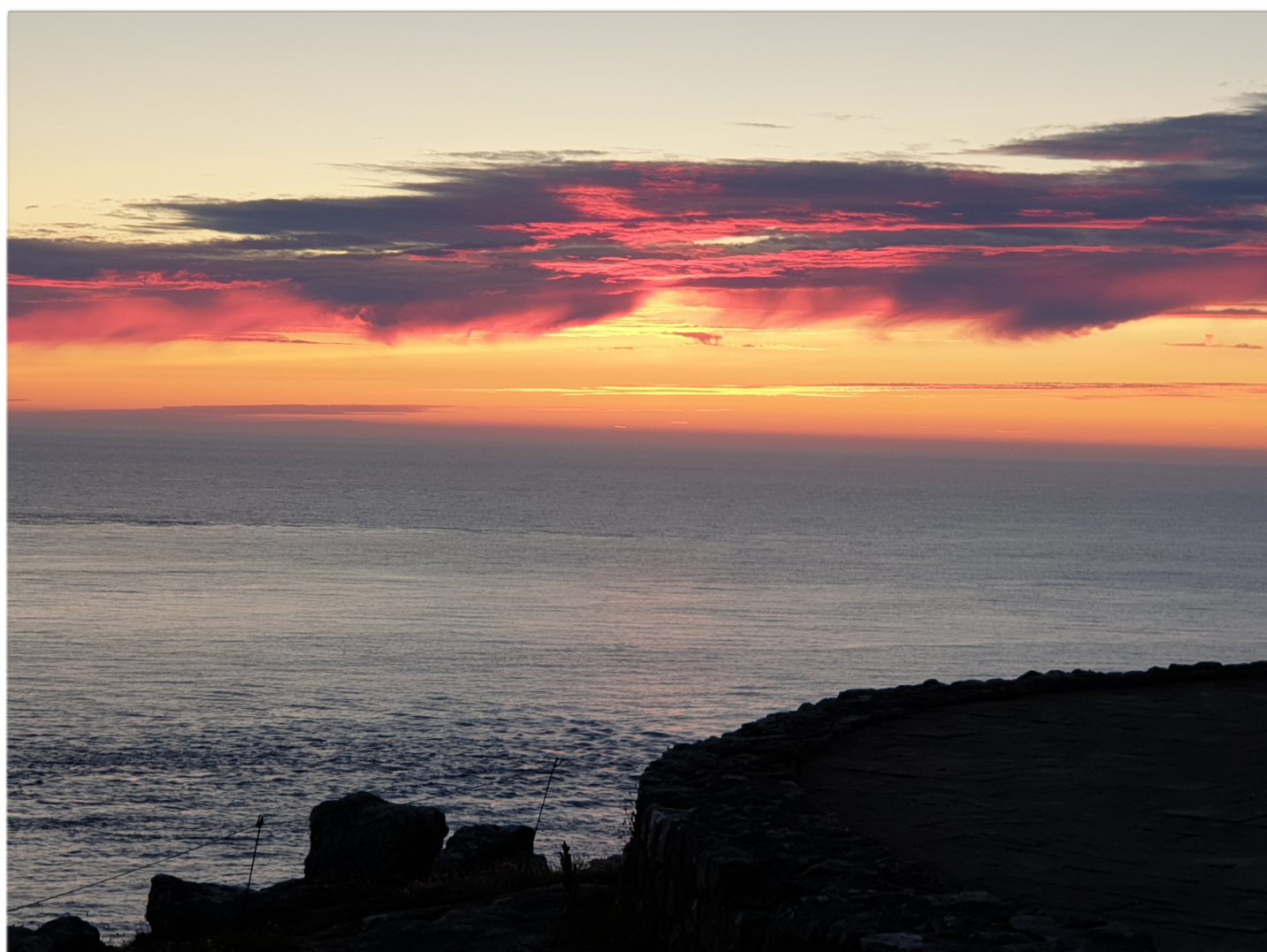
The Interview: Simeon Royle
Vice Principal of Mounts Bay Academy

This issue we talk to Simeon Royal about his experiences of education in Uganda and how schools can combat social injustice.

John Rodgers (JR): How can schools combat social injustice? I believe you have some experience working in some very different contexts to us here in Cornwall, England.

Simeon Royle (SR): Yes, we all know, the facts don't we? For each year a child spends in education, the gap between rich and poor grows wider. It's very sad, but it's very true. A survey on the BBC looking at over 60 countries found the difference between the richest and the poorest is equivalent to three years of schooling by the age of 15. Only 1 in 10, from poor backgrounds, will achieve the same results as those from wealthy backgrounds. We watch our TV each night and the election of new leaders and all the rest of it; I think the figures are that 7% of young people in this country attend private schools, but when we look at the people standing for top positions, we're looking at about 50% of them having having gone to fee paying schools, there's some sort of correlation there. I wonder if before we start looking at progress and learning and teaching and all the rest of it, we should think about getting students into school. Why do kids not attend school? We know that students from poor social backgrounds do not have as good attendance figures as those from the middle class families. Why is that? My approach has been to look at the parents of the kids coming to school. We want to make a school a place where people actually want to come, they want to learn, they want to spend the time, because they feel it's good for them, they enjoy it.

During my time working in Uganda, working with schools in Uganda, I have found that the bottom line is kids from rural Uganda are desperate to go to school and will make many many sacrifices in order to get themselves to school each day. You wonder how many of our students have that attitude. Even though we associate them with poor social backgrounds, I assure you that poverty is nothing like Ugandan students have to live with.

JR: Clearly students have to value education in order to have a motivation to get school. Do you think then, students that you've met in in Uganda place a greater value on education?

SR: Undoubtably, students in Uganda will walk many miles to get to school. In order to pay their school fees, which are nothing to us of course, but significant to them, they will stay in the holidays, they'll do cleaning after school and so on. I've had students in my office this morning saying, "Oh, I don't like school". This annoys me. In Africa the students have nothing apart from this desire to improve themselves.

JR: Do you think there is a difference in the cultural expectation of the social mobility that education can bring?

SR: Yes. I think that here we don't see that massive aspiration. Amongst our learners, it's ok to have a day off with a runny nose, but that easily becomes two days. We need parents to know that we want the students here. We want them learning, to dig deep, to build resilience. There's a lot of stuff we are able to take for granted, though, aren't we in this country. If we miss a couple of days it's not going to impact their education that much. That's the big difference, that we take things for granted.

When the principal of the college I worked with in Uganda comes out here, he cannot believe the tolerance we show to young people. I asked him about underachievement at his school, what do you do? He said, "Well, I kick them out. I've got five other people queuing for that place." He's got people travelling from this huge area of South Western Uganda just to get to the school. So you can see a class with a 12 year old sat next to 20 year olds, and they need to work and work, if only to maintain that place in that class.

JR: Do you think the lower socio-economic backgrounds and classes here in the UK place as high a value on education as the more affluent middle classes do? Is it a cultural construct?

SR: I think sometimes that parents of these students had bad experiences of school back in the day and carry those negative feelings still. These are then passed onto the child. In order to get the students to value school more I think we have to work on parents seeing the value of their child attending school regularly, making progress and having them support that progress at home. Often we know that happens more with middle class families.

JR: What about students buying into education in order to build lives that are different to their parents?

SR: It's important that we show students what opportunities can lie ahead of them. And that doesn't just mean taking them on exposure trips to Oxbridge. What we must think deeply about is how to communicate that social mobility is important and how schools can best engage with students

from all backgrounds in order to deliver social mobility. As a society though we have work to do in order to demonstrate that. As we speak now, the two front runners for the Tory leadership are both privately educated Oxbridge old boys. So where are the role models for students who live on the council estates? It's not there with those two people on TV.

But my point is, we as a society, clearly still buy into the fact that aspiration is something that kids of any class should have. However, you see better social mobility in Uganda then in some places and some contexts here. Maybe I'm focusing on success stories and I'm not sure that it could be proven. But you see examples of students from the poorest families having that striving attitude, that drive to get to school each day, doing their absolute best in order to use their education as a ticket to buy themselves out of that lifestyle, to change their social class. So actually, your education is your ticket to the big city. That's the kind of goal that many people are aiming for in Uganda.

JR: So what can schools do?

SR: Specific students needs to be on specific visits, even if there's a bit of resistance from parents saying they've never done that before, or that's not relevant for my family. Why don't we take the parents with us when we do these trips? Yes, this is where your son or daughter could be going? Think of that academic freedom, this could be you, this can happen to you, it's perfectly possible.

JR: Do you think that education in this country is set up to be advantageous to the middle and upper classes?

SR: I think that in education systems around the world that are currently being lauded as excellent, a common feature is that they have a mix of students from all sorts of cultural backgrounds. They tend not to be placing their children into schools that are just filled with other children of the same class, background or whatever. I think that here in Penzance we have a similar situation, a truly comprehensive mix of students. That, I think, is a good thing.

JR: In Graham Nuttall's book "The Hidden Lives of learners", he talks about observing that the biggest range of social inequalities are found not in one school, or even across different schools, but actually within a single classroom. In one class you're going to have a huge range of social inequality, not only socio economic inequalities, but also cognitive inequalities.

SR: Yeah, that's true. Here's a quick anecdote. I spoke to a student this morning who feels she's had a fallout with her friends. Her friends are making fun of her because they've got better phones, she lives on a certain estate, and therefore she can't be mates with them. So, just trying to unpick all that. Is hard.

JR: I'm trying to drive towards some sort of conclusion on this. If we see such social inequalities within a class, what can schools do to combat that?

SR: What we can do is keep having the conversation, persistently pushing forward our values. Do the children buy in to it? I'd like to think many do, but of course, a lot of them don't get that support from home. Do parents need to come into schools more? I mean, we

have so many community events, you see the same families coming time after time, but actually it's the harder to reach ones, the ones that we could perhaps do more to contact.

JR: I still get a nagging feeling though that what we do in schools is construct a curriculum, an ethos and a vision that is essentially middle class. And we're asking people from different classes to buy into that. For example, we place huge cultural capital on Shakespeare, or Bach, because in some ways they form part of the 'habitus', as Pierre Bourdieu would call it, of the middle class.

SR: Yeah, in the poetry anthology for example, we have no control over what is chosen as content. So maybe the exam is tailored towards the middle classes. By inference, you are saying that Shakespeare is perhaps a slightly more difficult text to access. It requires a certain level of reading and comprehension to get it, and middle class kids have more probably got to that level, whereas others maybe haven't.

JR: What else can we do to combat social injustice?

SR: I think we need to involve the families; to get buy in from those families to accept that an education is a good thing. It's a passport to a better life. And I don't think those families will necessarily have had that experience themselves. We need to convince them, you need this education. I think our families who don't attend regularly don't have that belief and that's why they don't attend.

If you would like to listen to the full conversation from which this interview was edited, please listen to our Podcast. Find it on Spotify (search TheConversation.Education) or follow the link https://open.spotify.com/show/5uXXczgJq09MZbw8ZtpbAX?si=YYGO_G3mT0O3PypY4xVRtg
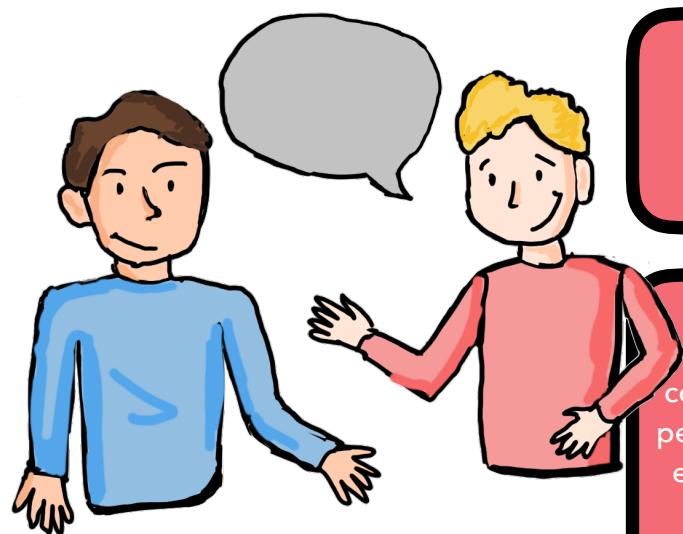
The Dialogue Pages

In the last issue we looked at research in education. The intent of these dialogue pages is to provide space to continue the conversation from issue to issue. Professor John Hattie has kindly permitted us to reproduce a research article that investigates what expert teachers do that allows them to impact student progress. The article has been edited, but can be read in full at the URL provided. If you would like to contribute to this conversation, or any other, then please get in touch.

Teachers Make a Difference: What is the research evidence?

Professor John Hattie

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https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003

My journey this morning takes me from identifying the relative power of the teacher, to a reflection on the qualities of excellence among teachers, and dwells mainly on a study undertaken in the classroom of America's very best teachers. My search is driven by the goal of ascertaining the attributes of excellence – because if we can discover the location of these goal posts, if we can understand the height of the bar of the goal posts, we then have the basis for developing appropriate professional development, the basis for teacher education programs to highlight that which truly makes the difference, the basis for extolling that our profession truly does have recognisable excellence which can be identified in defensible ways, and the basis for a renewed focus on the success of our teachers to make the difference.

As has been noted in the USA in recent years, it is by such a focus on the attributes of excellent teachers that more faith is being restored in the public school system – which has taken a major bashing. The typical redress has been to devise so-called "idiot-proof" solutions where the proofing has been to restrain the idiots to tight scripts – tighter curricula specification, prescribed textbooks, bounded structures of classrooms, scripts of the teaching act, and all this underpinned by a structure of accountability. The national testing movements have been introduced to ensure teachers teach the right stuff, concentrate on the right set of processes (those to pass pencil and paper tests), and then use the best set of teaching activities to maximise this narrow form of achievement (i.e., lots of worksheets of mock multiple choice exams).

Identifying that what matters

Instead, we should be asking where the major source of variance in student's achievement lie, and concentrate on enhancing these sources of variance to truly make the difference. There have been many studies over the past few years that have asked this question about wherein lies the variance. Most have been conducted using Hierarchical Linear Modelling, which decomposes the variance of many influences such as what the student brings to the task, the curricula, the policy, the principal, the school climate, the teacher, the various teaching strategies, and the home. Ignoring the interaction effects, which are too often, minor, then the major sources of variance are six-fold.

Students : which account for about 50% of the variance of achievement. It is what students brings to the table that predicts achievement more than any other variable. The correlation between ability and achievement is high, so it is no surprise that bright students have steeper trajectories of learning than their less bright students. Our role in schools is to improve the trajectory of all these students, and I note the recent PIRLS and TIMMS studies which have shown that our trajectory for the not so bright students is one of the flattest in the OECD worlds.

Home : which accounts for about 5-10% of the variance – considering that the major effects of the home are already accounted for by the attributes of the student. The home effects are more related to the levels of expectation and encouragement, and certainly not a function of the involvement of the parents or caregivers in the management of schools.

Schools : which account for about 5-10% of the variance. Schools barely make a difference to achievement. The discussion on the attributes of schools – the finances, the school size, the class size, the buildings are important as they must be there in some form for a school to exist, but that is about it. Given NZ schools are well resourced with more uniformity in the minimum standards than most countries, it should be less surprising that in NZ the school effects are probably even lower than in other countries.

Principals: are already accounted for in the variance attributed to schools and mainly, I would argue, because of their influence on the climate of the school. Principals who create a school with high student responsiveness rather than bureaucratic control (i.e., more like a primary school atmosphere than an Intermediate and unlike so many NZ secondary schools), who create a climate of psychological safety to learn, who create a focus of discussion on student learning have the influence. The effect on learning is trickled through these attributes rather than directly on learning.

Peer effects: which accounts for about 5-10% of the variance. It does not matter too much who you go to school with, and when students are taken from one school and put in another the influence of peers is minimal (of course, there are exceptions, but they do not make the norm). My colleagues, lead by Ian Wilkinson, completed a major study on peer influences and perhaps we are more surprised by the under utilisation of peers as co-teachers in classrooms, and the dominance of the adult in the room to the diminution of the power of the peer. Certainly peers can have a positive effect on learning, but the discussion is too quickly moving to the negative powers with the recent increase in discussion on bullying (which is too real), and on the manner students create reputations around almost anything other than pride in learning.

Teachers: who account for about 30% of the variance. It is what teachers know, do, and care about which is very powerful in this learning equation.

Percentage of Achievement Variance
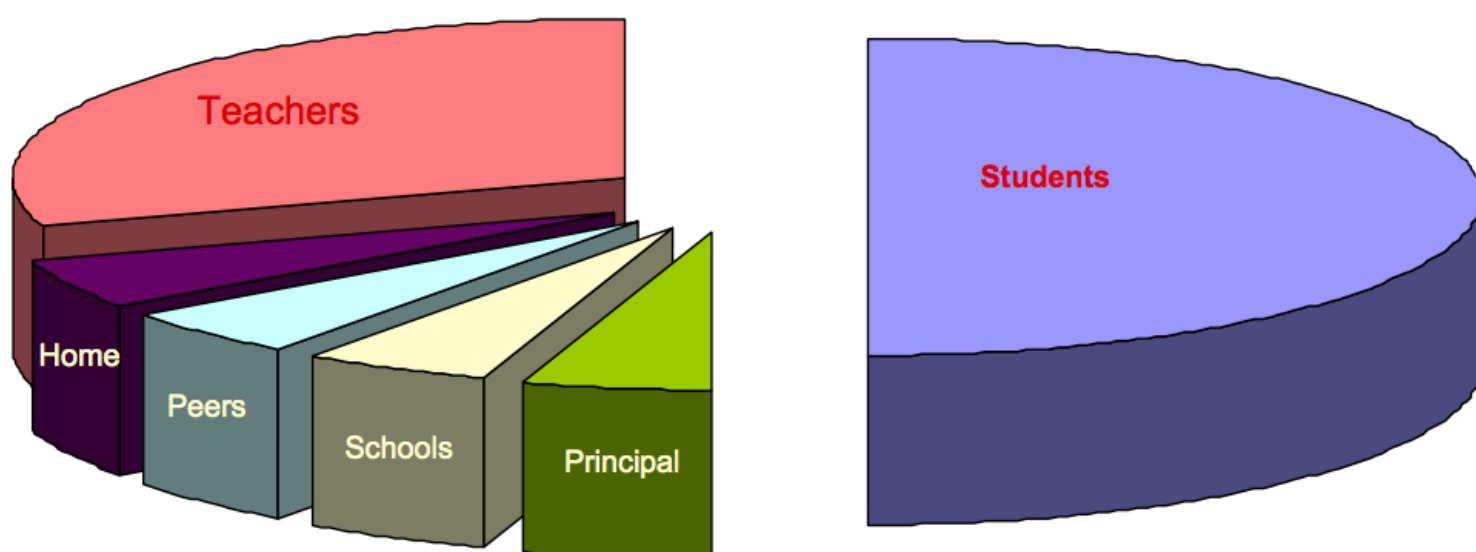
I suggest that we should focus on the greatest source of variance that can make the difference – the teacher. We need to ensure that this greatest influence is optimised to have powerful and sensationally positive effects on the learner. Teacher can and usually do have positive effects, but they must have exceptional effects. We need to direct attention at higher quality teaching, and higher expectations that students can meet appropriate challenges - and these occur once the classroom door is closed and not by reorganising which or how many students are behind those doors, by promoting different topics for these teachers to teach, or by bringing in more sticks to ensure they are following policy. In my synthesis of over 500,000 studies of the effects of these above influences on student achievement, it can be shown that almost all things we do in the name of education have a positive effect on achievement. The aim needs to be to identify those attributes that have a marked and meaningful effect on student learning – not just a positive (greater than zero) effect. Therefore, the focus is to have a powerful effect on achievement, and this is where excellent teachers come to the fore – as such excellence in teaching is the single most powerful influence on achievement. As can be seen from a sample of the possible influences, the major influence near the top of this chart is in the hands of the teacher. (Although we note some at the bottom, which highlights that it is excellence in teachers that make the greatest differences, not just teachers.) While teachers have the power – few do damage, some maintain a status quo in growth of student achievement, and many are excellent. We need to identify, esteem, and grow those who have powerful influences on student learning. My quest has been to discover these teachers and study them. Only when we dependably identify excellence, and study excellence, can be provide the goalposts to aim for. Let us have more studies of excellence.

A major thrust of our work has been to ascertain the differences between expert from experienced and novice teachers. Too much of the current work has been contrasting expert and novice, which while interesting, ignores the confound of experience, too often compares new with older teachers, and does not get to the heart of the matter – which is to allow for experience and then ask what makes the difference between excellent, or accomplished, and experienced. This contrast also assists in NOT making the fallacy of assuming that all non-excellent teachers are poor teachers: certainly not.

The Difference between Expert and Experienced Teachers: The Review

My colleague, Dick Jaeger and I reviewed the literature on the distinctions between expert and experienced, and then sent these findings to the pre-eminent researchers and to expert teachers in the field for comment, changes and input (Hattie & Jaeger, in review). We were particularly interested, not so much in the contrast of expert and experienced, but the expertise that underpinned the expert teachers.

We identified five major dimensions of excellent teachers. Expert teachers
- can identify essential representations of their subject,
- can guide learning through classroom interactions,
- can monitor learning and provide feedback,
- can attend to affective attributes, and
- can influence student outcomes

These five major dimensions lead to 16 prototypic attributes of expertise. Herein lie the differences.

A. Can identify essential representations of their subject(s)

A1. Expert teachers have deeper representations about teaching and learning.

A major attribute of experts is their deep representations about teaching and learning. Experts and experienced teachers do not differ in the amount of knowledge they have about curriculum matters or knowledge about teaching strategies. But experts do differ in how they organize and use this content knowledge. Experts possess knowledge that is more integrated, in that they combine new subject matter content knowledge with prior knowledge; can relate current lesson content to other subjects in the curriculum; and make lessons uniquely their own by changing, combining, and adding to them according to their students' needs and their own goals.

Because of these deeper representations expert teachers:
- can spontaneously relate what is happening to these deeper sets of principles
- can quickly recognize sequences of events occurring in the classroom which in some way affect the learning and teaching of a topic.
- can detect and concentrate more on information that has instructional significance,
- can make better predictions based on their representations about the classroom.

- can identify a greater store of algorithms that students might use when solving a particular problem, and therefore are able to predict and determine what types of errors students might make
- can be much more responsive to students

[One of my criticisms of secondary schooling in NZ is the degree to which it is powered by curriculum, assessment, time bells, and other bureaucratic controls and not by responsiveness to students.]

I find it fascinating that experts take more time than experienced teachers to build these representations, have more understanding of the how and why of student success, are more able to reorganize their problem solving in light of ongoing classroom activities, can readily formulate a more extensive range of likely solutions, and are more able to check and test out their hypothesis or strategies. Expert teachers are VERY context bound, and find it hard to think outside the specifics of their classrooms and students. Generalization is not always their strength.

A2. Expert teachers adopt a problem-solving stance to their work.

The expert teacher more often than the experienced teacher seeks further information, whereas experienced teachers focus more on directly available data; experts are more focused on solving problems with respect to individual students' performance in the class, whereas the experienced teachers generally focus their decision on the entire class. A key notion here is that of flexibility. Experts are more opportunistic and flexible in their teaching. They take advantage of new information, quickly bringing new interpretations and representations of the problem to light. It is this flexibility, and not merely the knowledge/experience of possible scenarios that made the difference.

A3. Expert teachers can anticipate, plan, and improvise as required by the situation.

Experts are more adept at anticipating problems and then improvising. They tend to spend a greater proportion of their solution time trying to understand the problem to be solved as opposed to trying out different solutions. Experts are more likely to monitor their ongoing solution attempts, checking for accuracy, and updating or elaborating problem representations as new constraints emerge. That is, they are greater seekers and users of feedback information about their teaching. My colleague, Helen Timperley is researching how teachers use feedback information from tests in NZ schools to improve their teaching. Too often, they see such feedback as providing information about children, their home backgrounds, and their grasp of curricula – and too rarely do they see such feedback as reflecting on their expertise as teachers.

A4. Expert teachers are better decision-makers and can identify what decisions are important and which are less important decisions.

This improvisation leads to experts being between decision makers. In their study comparing expert and novice teachers, Borko and Livingston (1990) found that, although none of the expert teachers had written lesson plans, all could easily describe mental plans for their lessons. These mental plans typically included a general sequence of lesson components and content, although they did not include details such as timing, or pacing the exact number of examples and problems. These aspects of instruction were determined during the class session on the basis of student questions and responses. When asked what would be happening in class each day, the experts described plans that explicitly anticipated contingencies that were dependent on student performance. They were skilful in keeping the lesson on track and accomplishing their objectives, while also allowing students' questions and comments as springboards for discussions. Moreover, they achieved a balance between content-centered and student-centered instruction.

B. Guiding Learning through Classroom Interactions

B5. Expert teachers are proficient at creating an optimal classroom climate for learning.

Expert teachers are proficient in creating optimal classroom climates for learning, particularly to increase the probability of feedback occurring (which often involves allowing for, and certainly tolerating, student errors). The build climates where error is welcomed, where student questioning is high, where engagement is the norm, and where students can gain reputations as effective learners.

B6. Expert teachers have a multidimensionally complex perception of classroom situations.

Related to the superior pattern recognition, experts are more able to deal with the multidimensionality of classrooms. Expert teachers are more effective scanners of classroom behavior, make greater references to the language of instruction and learning of

students, whereas experienced teachers concentrate more on what the teacher is doing and saying to the class and novices concentrate more on student behavior.

B7. Expert teachers are more context-dependent and have high situation cognition.

When experts classify learning scenarios, the categories they create are more dependent on existing context, surrounding setting, or embedded in particular circumstances. Experts are more dependent on context than experienced teachers. Housner and Griffey (1985) found that the number of requests for information made by expert and experienced teachers during the time they were planning instruction was about the same, but experts needed to know about the ability, experience, and background of the students they were to teach, and they needed to know about the facility in which they would be teaching.

C. Monitoring Learning and Provide Feedback

C8. Expert teachers are more adept at monitoring student problems and assessing their level of understanding and progress, and they provide much more relevant, useful feedback.

Expert teachers anticipate and prevent disturbances from occurring whereas non-experts tend to correct already existing disturbances. This is because expert teachers have a wider scope of anticipation and more selective information gathering. Because of their responsiveness to students, experts can detect when students lose interest and are not understanding. They are better able to filter relevant from irrelevant information, and are able to monitor, understand, and interpret events in more detail and with more insight than experienced teachers. As a consequence they seek and provide more and better feedback in light of this monitoring (you may recall from the earlier chart of influences, the most powerful single moderator that enhances achievement is feedback.)

C9. Expert teachers are more adept at developing and testing hypotheses about learning difficulties or instructional strategies.
Experts use this feedback information to develop and test hypotheses about learning, they are adept at evaluating possible strategies while seeking and adding further feedback information to ascertain the effectiveness of their teaching. Expert teachers were more meticulous in their efforts to adequately check and test out their hypotheses or strategies.

C10. Expert teachers are more automatic.

Not only do experts and experienced perform better than novices, they also seem to do so with less effort. They achieve this because their cognitive skills become automatic with extensive practice. Expert and experienced teachers can automate well learned routines. But automaticity is insufficient by itself to distinguish expert from experienced teachers. The difference, rather, is that experts develop automaticity so as to free working memory to deal with other more complex characteristics of the situation, whereas experienced non-experts do not optimise the opportunities gained from automaticity. These floaters are not incompetent but are not expert, as they do not use the advantages of the automaticity to put more back into the teaching act.

D. Attending to Affective Attributes

D11. Expert teachers have high respect for students.

The manner used by the teacher to treat the students, respect them as learners and people, and demonstrate care and commitment for them are attributes of expert teachers. By having such respect, they can recognize possible barriers to learning and can seek ways to overcome these barriers. The picture drawn of experts is one of involvement and caring for the students, a willingness to be receptive to what the students need, not attempting to dominate the situation. Too often experienced teachers tended to create more physical and psychological distance between themselves and their students than do experts.

D12. Expert teachers are passionate about teaching and learning.

Berliner (1988) claimed that experts' sense of responsibility played a part in their feelings as well. Expert teachers, like experts in most domains, show more emotionality about successes and failures in their work.

E. Influencing Student Outcomes

E13. Expert teachers engage students in learning and develop in their students' self-regulation, involvement in mastery learning, enhanced self-efficacy, and self-esteem as learners.

Expert teachers aim for more than achievement goals. They also aim to motivate their students to master rather than perform, they enhance students' self-concept and self-efficacy about learning, they set appropriate challenging tasks, and they aim for both surface and deep outcomes.

E14. Expert teachers provide appropriate challenging tasks and goals for students.

Expert teachers are more likely to set challenging rather than "do your best" goals, they set challenging and not merely time consuming activities, they invite students to engage rather than copy, and they aim to encourage students to share commitment to these challenging goals. 80% of most class time is spent with teachers talking and students listening, whereas expert teachers have students engage in challenging tasks to a greater extent of the time.

E15. Expert teachers have positive influences on students' achievement.

The impact of teachers on students' achievement is often considered the gold standard of expertise. While we consider that other dimensions of outcomes (self-efficacy, self-regulation, willingness to be challenged) are critical outcomes, the effects on achievement and learning are important. The problem is that we have not yet discovered dependable and credible ways to capture these achievement effects and attribute them to teacher effects. The power of prior learning is one problem, and an obvious method would be to measure the gain between the end and beginning of the school year and attribute this gain to the teacher. This gain is often termed "value added", and while a seductive claim we have yet to find a defensible way to assess value added of teachers – as the differences can be related to prior achievement of students, others influences such as the home, the resources available differentially to students even in the one class (e.g., out-of-class experiences), and the effects of other teachers (especially in intermediate and secondary schools). The use of tests also elevates them to the level of curriculum goals, obscuring the distinction between learning and performing on tests. While not questioning that tests can be important indicators of student learning, their use has too many problems to dependably, credibly, and fairly assess teacher effectiveness (at this time). An alternative is to evaluate the quality of learning, such as surface and deep learning.

E16. Expert teachers enhance surface and deep learning.

We can make a distinction between surface and deep learning. Surface learning is more about the content (knowing the ideas, and doing what is needed to gain a passing grade), and deep learning more about understanding (relating and extending ideas, and an intention to understand and impose meaning). The claim is that experts are more successful at both types of learning, whereas both experienced and expert teachers are similar in terms of surface learning.

Effect-sizes of differences between Expert and Experienced Teachers
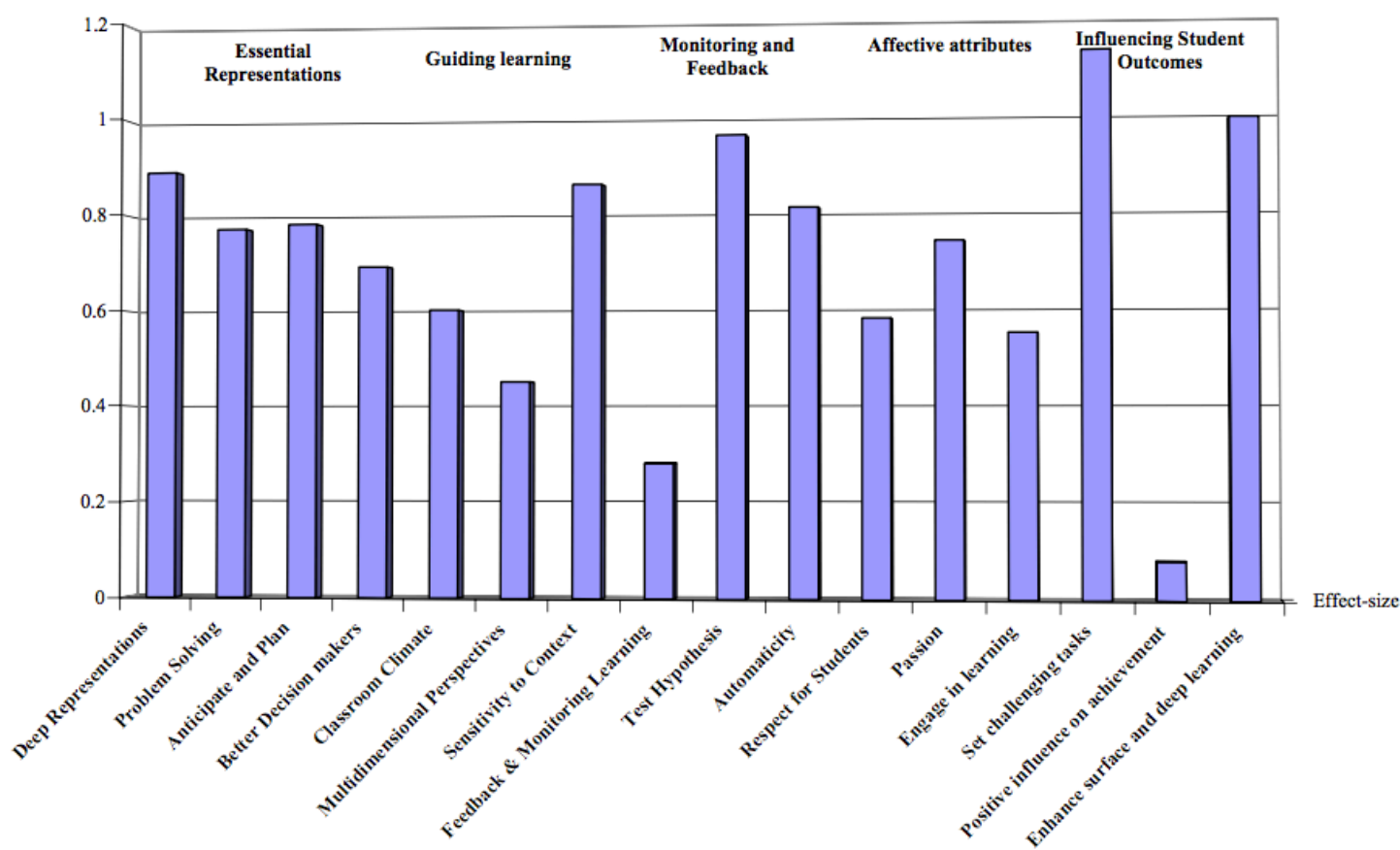
Conclusions to these Dimensions that Distinguish Expert from Experienced Teachers

Before concluding this section, let me comment on one attribute not present – and that is content knowledge. Our argument is that content knowledge is necessary for both experienced and expert teachers, and is thus not a key distinguishing feature. We are not underestimating the importance of content knowledge – it must be present -- but it is more pedagogical content knowledge that is important: that is, the way knowledge is used in teaching situations. Our claim, from a review of literature and a synthesis of over 500,000 studies, is that expert teachers can be distinguished by these five dimensions, or 16 attributes. This is not aimed to be a checklist, but a profile. We see these attributes as 16 facets of the gem-stone, we see there is no one necessary facet, nor the equal presence of all, but the overlapping of many facets into the whole.

This review sets the scene for an exciting study we participated in to give meaning and flesh to this claims. Along with my colleagues Lloyd Bond, Tracy Smith, and Wanda Baker we had the good fortune of being able to evaluate our model in over 300 classrooms throughout the USA. The particular study I wish to highlight today is more concerned with a sub sample of these teachers – those who just passed and those who did not pass the National Board for Professional Teaching Standards (NBPTS) tests of excellence of teachers.

Percentage of Student Work classified as Surface or Deep
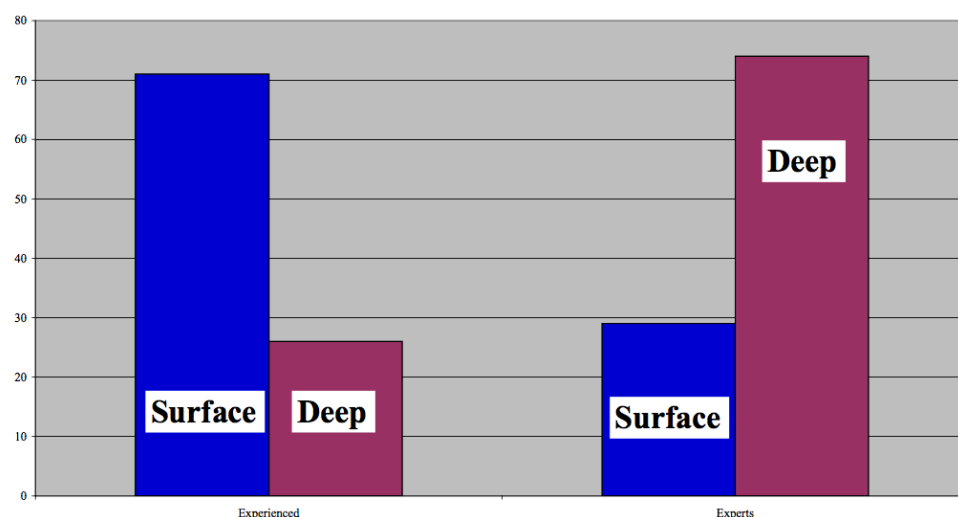
Conclusions

Although there have been many lists of what makes an effective teacher, too few have been based on evidence from classrooms, particularly considering the effects on student learning: the learning of affective outcomes, respect and caring, and quality of achievement. Too often the lists have been based on simple analyses of single variables, on small numbers of teachers, and on teachers that have not already been identified as expert based on a rigorous and extensive assessment process.

This study commenced from an extensive review of literature and a synthesis of over half a million studies. It then led to a very detailed specification of information that was gathered in classrooms over many days. This information was then independently coded, using some exciting new developments in classroom observation methodology.

The results are clear. Expert teachers do differ from experienced teachers – particularly on the way they represent their classrooms, the degree of challenges that they present to students, and most critically, in the depth of processing that their students attain. Students who are taught by expert teachers exhibit an understanding of the concepts targeted in instruction that is more integrated, more coherent, and at a higher level of abstraction than the understanding achieved by other students.

These studies have demonstrated the need for a focus on dependably identifying, esteeming and encouraging excellent teachers, wherever they may be. We do have excellent teachers in our schools in New Zealand, but we have a reticence to identify such excellence in the fear that the others could be deemed not-excellent. We work on the absurd assumption that all teachers are equal, which is patently not true to any child, any parent, any principal, and known by all teachers.

Such an assumption of equality brings all teachers down to the latest press scandal about a teacher, and our profession needs and deserves better than this. Every other profession recognizes and esteems excellence (Queens Counsels, Colleges of Surgeons, Supreme Court Judges) but in teaching we reward primarily by experience irrespective of excellence, we promote the best out of the classroom, and we have few goalposts to aim for in professional development, instead allowing others to define what latest fad, what new gimmick, what new policy will underline the content of professional development.

Like expertise in teaching, we need a deeper representation of excellence in teachers, a greater challenge and commitment to recognizing excellence, and a coherent, integrated, high level of deep understanding about teacher expertise.

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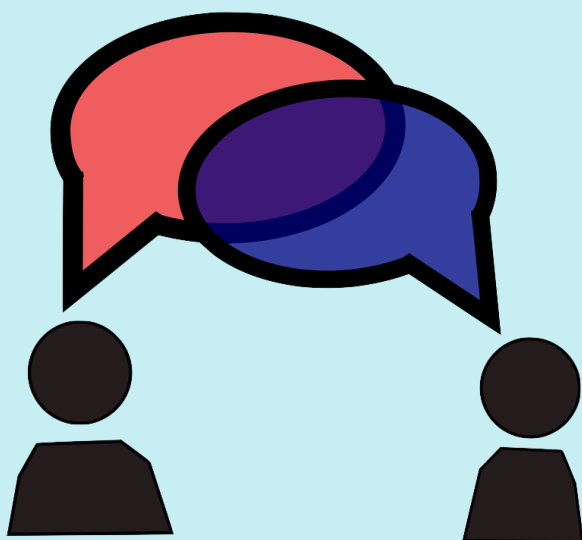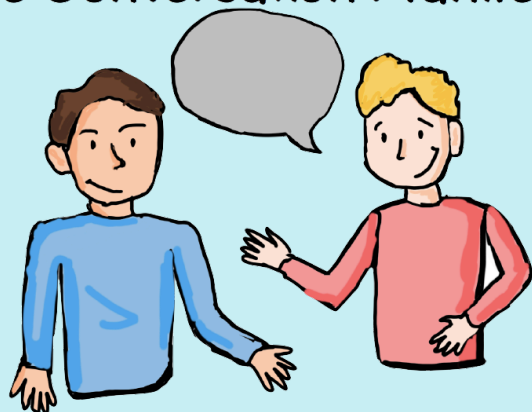
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The Conversation has the following aims:

- ☐ To encourage more conversations between education professionals

- ☐ To increase incidents of serendipitous knowledge exchange

- ☐ To provide stimuli for conversations through the magazine

- ☐ To provide content that challenges, inspires and provokes

- ☐ To be a vehicle to carry content created by education professionals

- ☐ To provide a forum for conversation through the website & social media

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