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The Cost of Academic Fraud

Fraud (Merriam Webster)

- Intentional perversion of truth
- An act of deceiving or misrepresenting
- Something that is not what it seems or is represented to be

= Myth?



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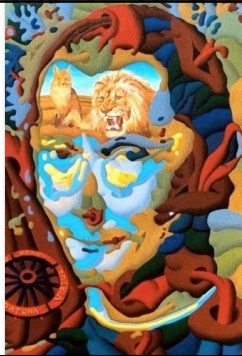
THE SCHOOL IMPROVEMENT TRILOGY



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Machiavelli – The Prince

"But since it is my object to write what shall be useful to whosoever understands it, it seems to me better to follow the real truth of things than an imaginary view of them. For many republics and principedoms have been imagined that were never known to exist in reality"



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EXPLODING THE MYTHS OF SCHOOL REFORM

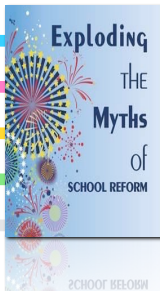
The myth... that achievement cannot be realised at scale for all students

The myth... of school autonomy and the reality of change

The myth... that poverty is a determinant of student and school performance

The myth... that it is the curriculum rather than the learning that counts

The myth... that teaching is either an art or a science - it is both



The myth... that external accountability results in sustained school reform

The myth... that innovation and networking always add value to school reform

The myth... of the contribution of charismatic leadership to school reform

The myth... that one size fits all in implementing school reform

The myth... that market forces drive education excellence

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EQUITY AND EXCELLENCE ARE INSEPARABLE -

PASI SAHLBERG



Much political and public debate focuses on excellence. Standardised tests have been held up as the basic driver of improved educational excellence for too long. Yet there is convincing international evidence that too strong a focus on externally determined and narrow academic learning outcomes is associated with deteriorating performance.

What's lost in these debates is a sharper focus on equity and its linear relationship with excellence.

The main finding is this: there can be no national educational excellence without stronger equity of outcomes. We should accept – as many nations acknowledged a decade ago – that equity and excellence are inseparable. What's surprising is that there are still some people who refuse to accept that educational equity is something to worry about.

It is paramount to understanding the state of education that we see education as a system of interrelated elements. When we fail to see it this way, we often also fail to understand why it doesn't work as well as it should.

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EXPLODING THE MYTHS OF SCHOOL REFORM



The world's educational systems have made significant progress over recent decades

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4th October 1957



Sixties: Decade of Curriculum Reform

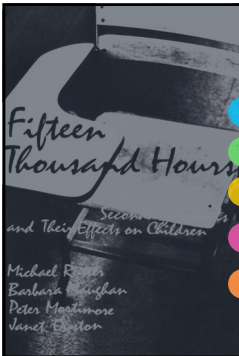


Seventies: Implementation

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Effective schools...

- the degree of academic emphasis
 - teacher actions in lessons
 - availability of incentives and rewards
 - good conditions for pupils
 - extent to which students can take responsibility
- = ethos of an effective school

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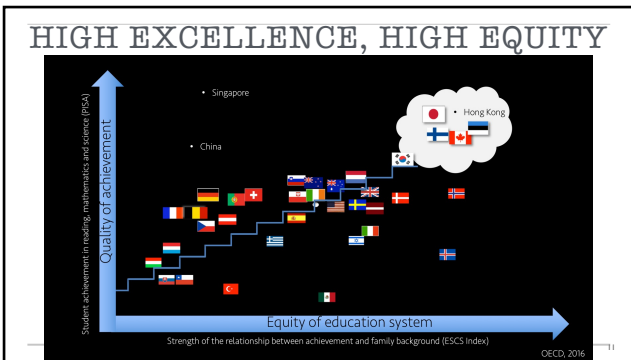


Sir Michael Barber

“It was the school effectiveness research in the 1980s that gave [us] increasingly well-defined portraits of the effective school that led in the 1990s to increasing knowledge of school improvement (i.e. how to achieve effectiveness).

In the same way, we have in the last decade begun to learn far more about the features of an effective educational system, but are now only beginning to understand the dynamics of improvement at system level”


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What do we know about successful systems?

1. The quality of a system or school cannot exceed the quality of its people
2. The only way to improve student outcomes is to improve the quality of teaching
3. High performance requires every child to succeed



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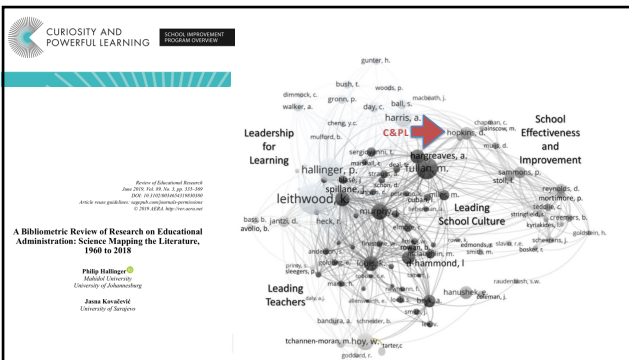
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We have generated substantial practical knowledge about how to improve both schools and systems

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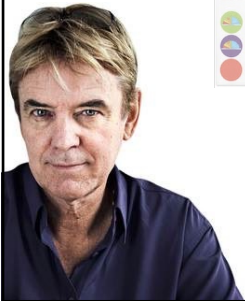
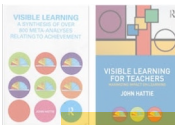
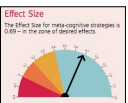
Exploding the Myths of School Reform

Four stages of improvement were identified as well as stage dependent intervention clusters:

1. "poor to fair" - ensuring basic standards
2. "fair to good" - consolidating system foundations
3. "good to great" - professionalising teaching and leadership
4. "great to excellent" - system led innovation



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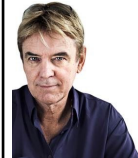

Teachers (and schools) must stop over emphasising ability and start emphasising progress

- Stop seeking evidence to confirm their prior expectations
- Seek evidence to surprise themselves
- Find ways to raise the achievement of all
- Be evidence-informed about the talents and growth of all students

HIGH EXPECTATIONS

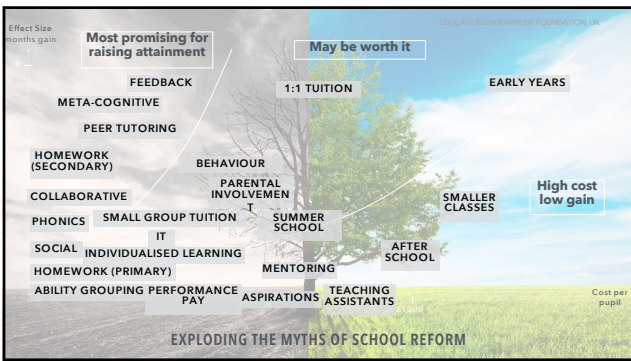
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Table 1. Examples of low- and high-impact investments in building academic achievement (from Hattie, 2009)

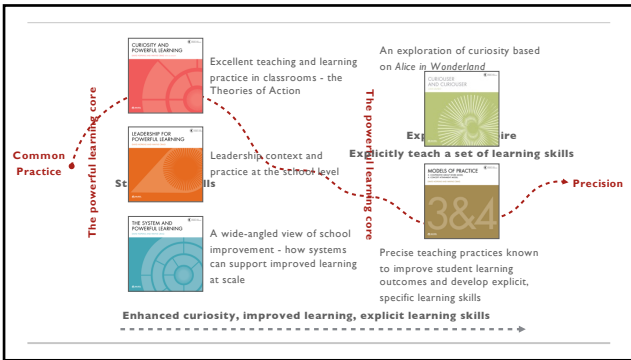



Influence	d	Influence	d
Retaining back a year	-0.32	Collective teacher efficacy	1.57
Suspension/Expelling students	-0.20	Student assessment capability	1.33
Charter Schools	0.04	Cognitive Task Analysis	1.29
Teacher performance pay	0.05	Response to Intervention	1.09
Single-sex schools	0.08	Conceptual change programs	0.99
Modifying school calendars/term-times	0.09	Strategies to integrate with prior knowledge	0.93
Initial teacher education programs	0.10	Self-efficacy	0.92
Tracking/Streaming	0.12	Success criteria	0.88
School choice	0.12	Transfer strategies	0.86
Reducing class size	0.16	Classroom discussion	0.82
Growth vs Fixed mindsets	0.16	Deliberate Practice	0.79
One-to-one laptops	0.16	Teacher clarity	0.75
Home-school programs	0.16	Feedback	0.74
Web-based learning	0.18	Reciprocal teaching	0.74
Within-class grouping	0.18	Behavioral & mnemonic strategies	0.73
Systems accountability systems	0.20	Building student confidence	0.71
Adding finances	0.21	Goals/success criteria	0.68

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Yet debates still rage over which policy levers and strategies actually make the difference

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Global Educational Reform Movement - The GERM

- Standardisation
- Focus on core subjects
- Search for low risk ways to reach learning goals
- Use of corporate management models
- Test-based accountability policies

PASI SAHLBERG

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EXPLODING THE MYTHS OF SCHOOL REFORM



seminar series 2014

Focusing on accountability (vs capacity building) ●


Individual Quality (vs Group Quality) ●

Technology (vs instruction) ●

Fragmented (vs systemic) ●

Choosing the wrong drivers for whole system reform

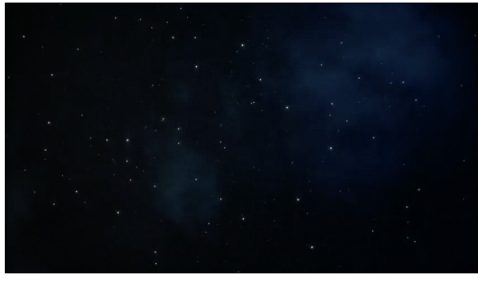

Michael Fullan



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The Right Direction ...

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EXPLODING THE MYTHS OF SCHOOL REFORM

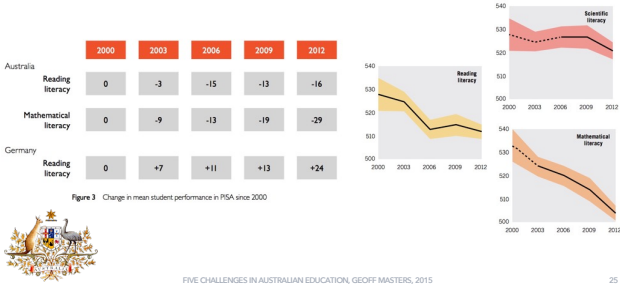


Sadly the consequence of this 'debate' has been to slow student achievement at the system level

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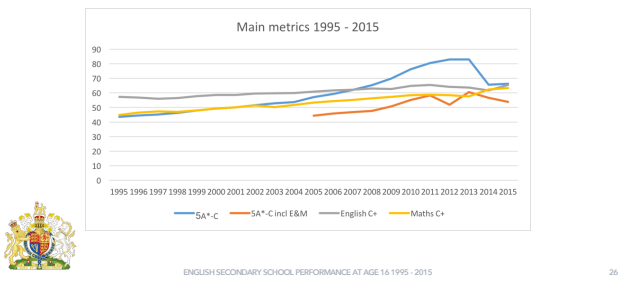
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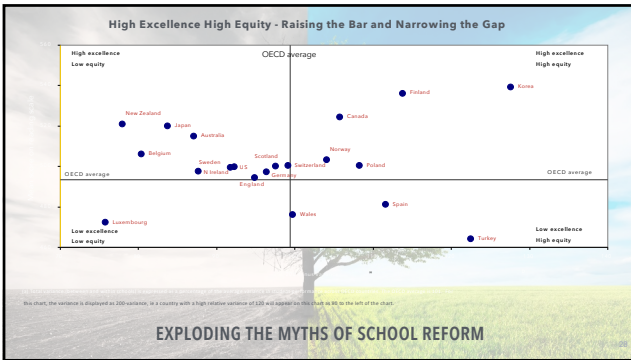


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So, why despite the accumulation of wisdom and experience are standards still lagging behind?

I take inspiration from Ernest Becker who in the preface to *Escape from Evil* wrote:

... I see no way to avoid ambitious synthetic attempts; either we get some kind of grip on the accumulation of thought, or we continue to wallow helplessly, to starve amidst plenty.

- I asked some students for their views on exams and testing,
- And some teachers and Heads - Why do you find your job so hard?

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Why is your job so hard?

- Political imperatives rarely match accurate system diagnosis
- History of weak implementation means that system foundations are not uniformly in place nor are being built on
- The narrative of reform although evident at particular points has not been sustained over time
- Because of its antecedents, teaching has struggled to establish a professional culture built on diagnosis, specifications of practice, collaboration and research
- Bureaucratic rather than systemic organisational structures and cultures continue to dominate

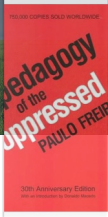
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How to explain the dissonance...

Paulo Freire once remarked
 "... methodological confusion can always be related to ideological error"
 so too with school improvement!

Perhaps, Jurgen Habermas may have the answer ...



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The tension in contemporary school improvement and educational system reform efforts is commonly attributed to a tension between 'Top Down' and 'Bottom Up'

Top Down = Outside In = Positivism


Positivism in terms of school improvement, as with GERM, is related to top down initiatives designed to result in short term measurable gains against largely politically defined criteria.

Bottom Up = Inside Out = Interpretive Approach

The Interpretive Approach acknowledges that reality is constructed through the meanings and actions of individuals. So the goal of school improvement becomes the creation of a harmonious school culture

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This dichotomy is rather simplistic as Jurgen Habermas argued



'Critical Theory' that Habermas posits as a third perspective addresses the weaknesses of both 'top-down' and 'bottom-up'

Critical theory claims to afford insight into how greater degrees of autonomy could be available

Making available 'greater degrees of autonomy' marks out critical theory's true distinctiveness: its claim to be emancipatory


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Habermas' Tri – Paradigmatic Framework

Type of Human Interest	Kind of Knowledge	School Improvement Focus
Technical – Top Down - Prediction and control	Instrumental - Causal explanation and empirical knowing	Is short term, using bureaucratic policy options and narrow outcome measures
Practical – Bottom Up - Interpretation and understanding	Practical - Understanding and giving meaning	Is on process and culture and on creating a harmonious school environment
Critical - Transformation - Critique and liberation	Emancipatory - Critical knowing that combines reflection and action	Is authentic, with an emphasis on student learning, intervention and empowerment

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We can be heroes

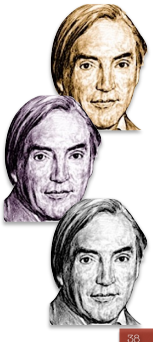
"The most beautiful thing you can wear is confidence"

David Bowie wasn't born brave, but choosing confidence is vital in an uncertain world

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Emancipation at Three Levels



At the level of the **student**, emancipation refers to the ability to stand outside the teacher and lecturer's authority on forms of knowledge, and to discover and own it for oneself.


The route to emancipation for the **teacher / lecturer** is through adopting a research stance. There are two aspects to this: first, that research is linked to the strengthening of professional judgment and to the self-directed improvement of practice; second, that the most important focus for research is the curriculum in that it is the medium through which knowledge is communicated in Universities.

The knowledge we teach in **Universities** is won through research; and such knowledge cannot be taught except through some form of research-based teaching.

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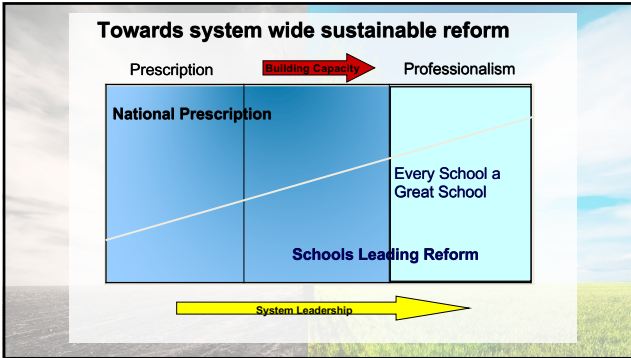
Guidelines and Drivers for the next phase of reform

that simultaneously, raise achievement and build capacity

- future practice, policy and research

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- Four key drivers to raise achievement and build capacity for the next stage of reform
1. Personalised Learning
 2. Professionalised Teaching
 3. Building Intelligent Accountability
 4. Networking and Collaboration

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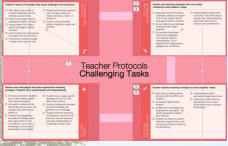

(i) Personalising Learning
"Joined up learning and teaching"

- Learning to learn
- 21st - curriculum entitlement and enquiry, STEM & choice
- Assessment for learning
- Student well-being

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(ii) Professionalising Teaching
"Teachers as researchers, schools as learning communities"

- Enhanced repertoire of learning & teaching strategies
- Evidence based practice through Instructional Rounds
- Collegial & peer-coaching relationships
- Tackle within school variation





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(iii) Building Intelligent Accountability
"Balancing internal and external accountability and assessment"

- Moderated teacher assessment and AFL at all levels
- 'Bottom-up' targets for every child and use of pupil performance data
- Value added data to help identify strengths / weaknesses
- Rigorous self-evaluation linked to improvement strategies and school profile to demonstrate success



	Internal	External
Tests	Assessment for learning using a range of tools at all ages Teacher assessment	External tests of progress (one yearly) (Innovations) Peer analysis (peer-review)
Targets	Targets for every child – part of the learning cycle Self-evaluation identifies priority areas for parents & school Use pupil performance data to assess target needs	Schools must set targets at all stages High quality data means LEA can track progress and strengths Floor targets like on-line performance
Tables	UK & Civik helps establish strength / weaknesses relative to peers	Row at KS2, KS3, GCSE & A* Levels, 10 in 100 GCSEs & 100% GCSE
Inspection	Rigorous self-evaluation throughout school required to demonstrate good management	Every 3 years at 100 schools. More frequent in weak schools. PFI removal of inspection



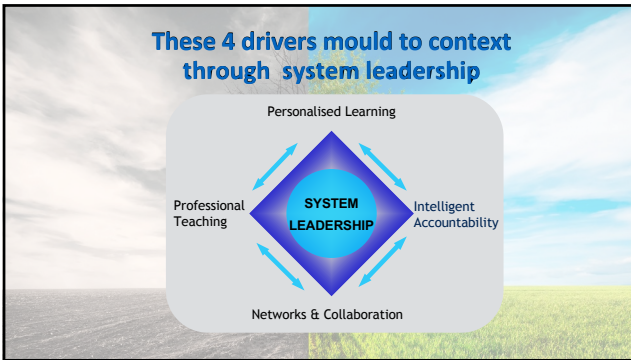
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(iv) Networking and Collaboration
"Disciplined innovation, collaboration and building social capital"

- Best practice captured and highly specified
- Capacity built to transfer and sustain innovation across system
- Keeping the focus on the core purposes of schooling by sustaining a discourse on teaching and learning
- Ensuring equity, diversity and thriving communities

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System Leadership: A Proposition

“System leaders’ care about and work for the success of other schools as well as their own. They measure their success in terms of improving student learning and increasing achievement, and strive to both raise the bar and narrow the gap(s). Crucially they are willing to shoulder system leadership roles in the belief that in order to change the larger system you have to engage with it in a meaningful way.”

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The Third Way to a Good Society
Amitai Etzioni



We aspire to a society that is not merely civil but is good. A good society is one in which people treat one another as ends in themselves. And not merely as instruments; as whole persons rather than as fragments; as members of a community, bonded by ties of affection and commitment ...

The vision of a good society is a tableau on which we project our aspirations, not a full checklist of all that deserves our dedication. And the vision is often reformulated as the world around us changes, and as we change.

The Third Way is a road that leads us toward the good society ... it points to the directions that we ought to follow, but is neither doctrinaire nor a rigid ideological system.

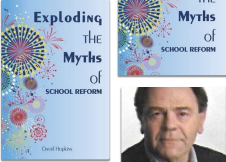

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Professor David Hopkins www.profdauidhopkins.com 99

- David Hopkins is Professor Emeritus at the Institute of Education University College London, the University of Nottingham and Chair of Educational Leadership at the University of Bolton.
- He was a Trustee of Outward Bound, founded the charity 'Adventure Learning Schools' and helped establish the National College for School Leadership. David holds visiting professorships at Universities around the world and consults internationally on school reform. Between 2002 and 2005 he served three Secretaries of States as the Chief Adviser on School Standards and Head of the Standards and Effectiveness Unit (SEU) at the Department for Education and Skills.
- Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and an Outward Bound instructor. David is also an International Mountain Guide (retired) who despite two new knees still climbs and skis in the Alps and Himalayas.
- David's recent book *Exploding the Myths of School Reform*, completes his school improvement trilogy; the previous two being *Every School a Great School* and *School Improvement for Real*. His series of Powerful Learning manuals that provide evidence-based protocols to empower leaders and teachers are now available as 'e books' as well as being published by McREL and ACEL.
- David was recently ranked the 14th most influential educator in the world by the American based Global Gurus organisation.

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