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Abstract	<p>This chapter is based upon a keynote address to the first global teacher education summit, organised by Beijing Normal University in 2011, in which research across the world about influences which affect teacher teachers' sense of professional identity, capacity for compassion, commitment, resilience and effectiveness long after they have graduated from their pre-service education and training programmes in universities and colleges were shared. The findings suggest that teaching pre-service students about how the conditions in which they work may enhance or diminish their capacity to teach to their best and how they might act to mediate these is a key part of the work of all teacher educators and an important focus for the work of educational researchers.</p>	
Keywords (separated by "-")	Teachers - Quality - Identity - Effectiveness - Conditions - Teacher education	

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Teacher Quality in the Twenty First Century: 2
New Lives, Old Truths 3

Christopher Day 4

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Keywords Teachers • Quality • Identity • Effectiveness • Conditions • Teacher education  15
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The chapter begins by making six statements which will be self evident to all of us. The first five are heard and read often in academic research. The sixth remains largely unspoken and unwritten. First, in an age of mass education, increasing economic competition and challenges to the harmony and traditional social fabric of life, ensuring the highest quality of teachers in schools is of paramount importance; second, quality is related not only to the knowledge and skills which may be developed during training and improved during the course of a career, but also to the passion which the best teachers and teacher educators bring to their work; third, that quality is neither guaranteed by qualification nor necessarily improved through experience; fourth, all in the public sector are working in contexts of government interventionist policies which challenge existing histories and current practices of 17
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[AU1] C. Day (✉)
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28 professionals at all levels. These are designed to respond to the diverse challenges
29 of increased economic competition, and changes in the social fabric, expectations
30 and aspirations of society as the ligatures which bind people together in webs of
31 social obligation begin to loosen; and fifth, despite overwhelming evidence that
32 good teaching which is effective requires both the personal and the professional
33 investment of teachers, care for and about learning and learners, combinations of
34 technical competencies, deep subject knowledge and empathy, and the maintenance
35 of a strong sense of identity (agency) and commitment and resilience, allied with
36 strong sets of moral and ethical values, these qualities and commitments are still,
37 'largely neglected in educational policy and teacher standards' (O'Connor 2008,
38 p. 117). The sixth statement is that not every teacher, teacher educator or researcher
39 is equally committed to their work. Some start their careers in this way but do not
40 continue. At some point the passion begins to diminish, perhaps because of lack of
41 promotion, perhaps because their work is not being valued by others, or perhaps
42 because the stress of managing complex work settings over time has eroded their
43 energy, agency and capacity to be resilient. In addition, reforms – particularly those
44 which are poorly managed – at least temporarily disturb the relative stability of
45 teachers' work, the conditions for teaching and learning, their own development
46 and, in some cases, challenge their beliefs, values, practices and self-efficacy; and
47 in general they challenge existing notions of what it means to be a teacher (Bottery
48 2005; Helsby 1999; Goodson and Hargreaves 1996; Sachs 2003).

49 For these reasons, and because quality matters, understanding variations in the
50 conditions for teachers' professional learning and development which enhance or
51 diminish their perceived sense of positive professional identity, wellbeing and
52 effectiveness is an important part of the work of all teacher educators and educa-
53 tional researchers.

54 2.1 Why Teacher Quality Matters

55 The available evidence suggests that the main driver of the variations in student learning at
56 school is the quality of the teachers

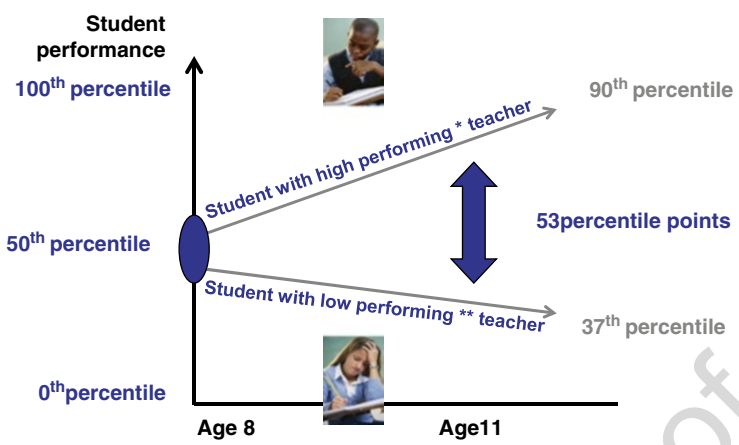
(McKinsey and Company 2007, p. 12)

[AU2]

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58 Existing research confirms that teachers have a strong influence on student learn-
59 ing outcomes (Rivkin et al. 2005; Rockoff 2004); and that teacher and classroom
60 variables and between teacher and between class variables have much more effect
61 on student learning than school effects (Scheerens et al. 1989; Tymms 1993). In
62 other words, teacher quality is, 'a key determinant of students' experiences and
63 outcomes of schooling' (Rowe 2003, p. 21) (Fig. 2.1).

[AU3]

64 Eric Hanushek, an economist from Stanford, USA, has estimated recently that the students
65 of a very bad teacher learn, on average, half a year's worth of material in one school year.
66 The students in the class of a very good teacher will learn a year and a half's worth of mate-
67 rial. That difference amounts to a year's worth of learning in a single year... After years of



*Among the top 20% of teachers; ** Among bottom 20% of teachers

Fig. 2.1 Teachers can make an extraordinary difference (Sanders and Rivers 1996)

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worrying about issues like school funding levels, class size and curriculum design, many reformers have come to the conclusion that nothing matters more than finding people with the potential to be great teachers. But there's a hitch: no one knows what a person with the potential to be a great teacher looks like. ...

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(Gladwell, Dec 15th 2008. The New Yorker)

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In addition, there is sufficient research evidence now to argue strongly that, 'attempts to describe the knowledge base of teachers in terms of subject knowledge and general and subject-specific pedagogical knowledge may offer tools for analysing particular aspects of practice, but fail to provide an adequate account of what is required to function effectively minute by minute in the classroom (Ainley and Luntley 2007, p. 1127).

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The effect of poor quality teaching on student outcomes is debilitating and cumulative... The effects of quality teaching on educational backgrounds are greater than those that arise from students' backgrounds...A reliance on curriculum standards and state-wide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain the improvements in student outcomes sought.

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(Darling-Hammond 2000)

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In examining what quality means, and how it might grow or decline during teachers' careers, I will make three research informed assumptions: **first** that teachers' intellectual needs – their knowledge of subject area and pedagogical content knowledge – are able to be refined and updated through formal programmes of CPD and in-school mentoring, coaching and critical friendship; **second**, that what marks teachers out as good or better than good is more than their mastery of content knowledge and pedagogical skills. It is their passion for their teaching, for their students and for learning. **The third assumption** that I

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93 will make – rather an observation than an assumption – is that good and effective
94 teachers demonstrate intellectual and emotional commitment; that this
95 commitment is related to their sense of professional identity both as a member
96 of the larger community of teachers and as a member of the school and department
97 in which they work; and, importantly, to their enduring and persistent
98 beliefs that they have the ability to promote high attainment levels amongst their
99 students (Day et al. 2007).

100 However, bringing such intellectual and emotional commitment to teaching
101 every day of every week of every school term and year can be stressful not only
102 to the body but also to the heart and soul, for the processes of teaching and
103 learning are rarely smooth, the conditions and cultures are not always amenable
104 and the results are not always predictable. Thus, the commitment, hope and
105 optimism with which many teachers still enter the profession may be eroded as
106 battles with those who don't wish to learn or cannot, or disrupt others' opportunities
107 to learn, increasing media criticisms and lack of work-life balance take
108 their toll.

109 **2.2 Six Areas of Research Knowledge About Variation**

110 I will highlight six areas of research knowledge internationally about influences
111 upon teacher quality. Together, the research provides important messages which
112 readers may choose to address in their work with, for and about teachers.

113 **2.2.1 Area 1: Professional Life Phases**

114 What we know from a range of research into teachers' work and lives is that:

- 115 • Career development does not always follow a smooth upward trajectory. On the
116 contrary, teachers experience a number of discontinuities. Teachers do not begin
117 as novices and end as experts.
- 118 • Many teachers across different career phases who enter teaching with enthusiasm
119 become disenchanted or marginalise themselves from learning, no longer
120 holding the good of their pupils as a high priority.
- 121 • Low self-esteem and shame (at not achieving desired results) are directly correlated
122 with low risk teaching, unwillingness to change, less variety of teaching
123 approaches and thus less connection with students' learning needs.

124 Seligman (2002) once observed that not all teachers have a vocation or calling.
125 He claimed that, for some, teaching is, 'just a job, a means to an end'; that for others
126 it was just a career in which, although there was a deeper personal commitment,

achievement was marked by promotion; whilst for others who saw their work as 127
being a contribution to the greater good of society and the individual, 'the work is 128
fulfilling in its own right, without regard for money or advancement' (p. 168). It is 129
clear from this that there are problems, in a changing world, with assuming that the 130
acquisition of expertise through experience marks the end of the learning journey. 131
Linear, 'stage' models of professional development, which ignore the effects of the 132
complexities and dynamics of classroom life, the discontinuities of learning and the 133
challenges of changing social, policy, teaching environments and personal lives, 134
cannot be applied. 135

Until recently there have been few large scale longitudinal studies of teachers' 136
lives and work and even those have tended to focus upon the first 0–5 year period 137
of teaching, perhaps since, in many countries, this is where traditionally there 138
has been considerable attrition (Moore-Johnson 2004). Most teachers who survive 139
the first 4 or 5 years remain in the job for a further 30. During this period 140
they will be subject, as we all are, to the ageing process which may diminish 141
energy, and to unanticipated events which may affect the course of their personal 142
lives and their willingness and capacity to remain fully committed to their work 143
with children and young people. They will also need to adjust their lives as col- 144
leagues come and go, as the demands of students and the processes of working 145
with them become more complex, and conditions of service change. Whilst the 146
ageing process affects all workers, regardless of occupation, arguably the teach- 147
ing role, played out each day with 30 or more students who do not necessarily 148
wish to learn and who have to be motivated, engaged and challenged constantly, 149
requires of the teacher different, more intense and sustained levels of personal 150
and professional energy and commitment if they are to make a positive difference 151
to their learning and achievement. 152

The 'VITAE' project was a 4 year national mixed methods study of the work, 153
lives and effectiveness of 300 primary and secondary teachers in 100 schools in 154
seven regions of England who were in different phases of their professional lives 155
(Day et al. 2007). Effectiveness was defined as that which was both perceived by 156
teachers themselves and by student progress and attainment which was measured in 157
terms of attainment results over a 3 year consecutive period. 158

The VITAE research led to the identification of generic similarities and differ- 159
ences within each of six professional life phases of teachers and provides new 160
insights into positive and negative variations in personal, workplace and socio- 161
cultural and policy conditions which teachers experience across a career and the 162
consequences for teacher and students if support is not available. Teachers will 163
move backwards and forwards within and between phases during their working 164
lives for all kinds of reasons concerning personal history, psychological, social and 165
systemic change factors. Taking on a new role, changing schools, teaching a new 166
age group or new syllabus or learning to work in new ways in the classroom will 167
almost inevitably result in development disruption, at least temporarily. Equally, 168
lack of change can lead to stagnation. 169

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Teachers' Professional Life Phases

Professional life phase 0-3 – Commitment: Support and Challenge

- Sub-groups: a) Developing sense of efficacy
b) Reduced sense of efficacy

Professional life phase 4-7 – Identity and Efficacy in Classroom

- Sub-groups: a) Sustaining a strong sense of identity, self-efficacy and effectiveness
b) Sustaining identity, efficacy and effectiveness
c) Identity, efficacy and effectiveness at risk



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Teachers' Professional Life Phases (2)

Professional life phase 8-15 – Managing Changes in Role and Identity: Growing Tensions and Transitions

- Sub-groups: a) Sustained engagement
b) Detachment/ loss of motivation

Professional life phase 16-23 – Work-life Tensions: Challenges to Motivation and Commitment

- Sub-groups: a) Further career advancement and good results have led to increased motivation/commitment
b) Sustained motivation, commitment and effectiveness
c) Workload/managing competing tensions/career stagnation have led to decreased motivation, commitment and effectiveness



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Teachers' Professional Life Phases (3)

Professional life phase 24-30 – Challenges to Sustaining Motivation

- Sub-groups: a) Sustained a strong sense of motivation and commitment
b) Holding on but losing motivation

Professional life phase 31+ – Sustaining/Dedining Motivation, Ability to Cope with Change, Looking to Retire

- Sub-groups: a) Maintaining commitment
b) Tired and trapped



The provision of continuing professional opportunities is one means of support which in itself is a necessary but insufficient condition for renewal and improvement. School leadership, culture, colleagues, strength of vocation and personal factors will all affect teachers' sense of commitment, well being, identity and effectiveness.

2.2.2 Area 2: Professional Identity

Teachers' sense of professional identity is fundamental to the teaching self, teacher image, efficacy, and persona. Several researchers (Nias 1989; 1996; Nias et al. 1992; Hargreaves 1994; Sumsion 2002) have noted that teacher identities are not only constructed from the more technical aspects of teaching (i.e. classroom management, subject knowledge and pupil test results) but, also:

...can be conceptualised as the result of an interaction between the personal experiences of teachers and the social, cultural and institutional environment in which they function on a daily basis.

(Slegers and Kelchtermans 1999, p. 579)

Indeed, today's professional has been described as, 'mobilizing a complex of occasional identities in response to shifting contexts' (Stronach et al. 2002, p. 117). Such mobilizations occur in the space between the 'structure' (of the relations between power and status) and 'agency' (the influence we and others can have), and it is the interaction between these that influences how teachers see themselves, i.e. their personal and professional identities.

In research with teachers in The Netherlands, Douwe Beijaard illustrated the different patterns of change in teacher identities:

Mary remembers her satisfaction about her own teaching in the beginning because she experienced it as a challenge. This challenge disappeared when she had to teach many subjects to overcrowded classes. The second lowest point in her storyline was caused by her time-consuming study and private circumstances at home. Now she is reasonably satisfied, due to a pupil centred method she has developed together with some of her colleagues. Peter is currently very satisfied about his own teaching...In the beginning of his career, however, it was very problematic for him to maintain order. In this period he considered leaving the professional several times. The second lowest point in his story line refers to private circumstances and to problems in the relationships with colleagues.

(Beijaard 1995, p. 288)

Here we see the ways in which personal and professional environments affect teachers' work both positively and negatively. The interplay between the private and public, the personal and professional lives of teachers is a key factor in their sense of emotional identity and job satisfaction and, by inference, in their capacity to maintain their effectiveness.

Emotions play key role in the construction of identity (Zembylas 2003). They are the necessary link between the social structures in which teachers work and the ways they act. We know that educational organizations are places of emotional

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Dimensions of Identity

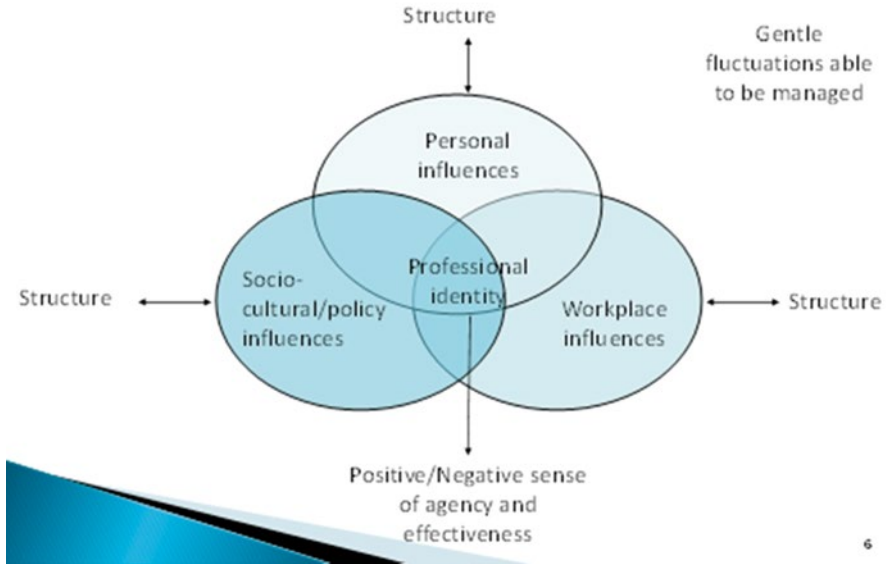


Fig. 2.2 Dimensions of identity

210 intensity and teachers must, according to James (2011), be able to find ways of
 211 managing this:

212 Many of the feelings experienced by those who work in them are ‘difficult’, and one of the
 213 most difficult is anxiety. Feelings are very hard to control and defending against them is not
 214 helpful. Both affective control and defence can reduce teacher effectiveness and make edu-
 215 cational change more problematic. The alternative is affective containment – by individu-
 216 als, groups and the whole organization – where feelings can be brought to the surface,
 217 talked about, reflected upon, learned from, accepted and re-owned.

(James 2011, p. 132)

219 This may suggest that knowledge of the emotional self and the ability to man-
 220 age this and the emotional turbulence of classrooms over a career is a necessary
 221 contributory factor to teachers’ willingness and capacity to sustain quality
 222 teaching.

223 Because teachers’ professional identities can be affected by changes in their
 224 lives, work and socio-cultural and policy contexts over a career (Day 2011) they
 225 may at different times be positive or negative, stable or unstable and the different
 226 scenarios or sites of struggle which they experience will need to be managed.

227 The VITAE research revealed four scenarios or sites of struggle which reflected
 228 different relationships between the three dimensions of identity (Fig. 2.2):

229 67 % of teachers from across the professional life phases expressed a positive
 230 sense of agency, resilience and commitment in all scenarios and spoke of the

influence of in-school leadership, colleague and personal support. The supporting factors mentioned most frequently were: 231
232

- *Leadership (76 %)*. It is good to know that we have strong leadership who has clear vision for the school (Larissa, year 6). 233
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- *Colleagues (63 %)*. We have such supportive team here. Everyone works together and we have a common goal to work towards (Hermione, year 2). We all socialize together and have become friends over time. I do not know what we'd do if someone left (Leon, year 9). 235
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- *Personal (95 %)*. It helps having a supportive family who do not get frustrated when I'm sat working on a Sunday afternoon and they want to go to the park (Shaun, year 9). 239
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Teachers who judged their effectiveness to be at risk or declining (33 %) spoke of negative pressures. Those mentioned most frequently were: 242
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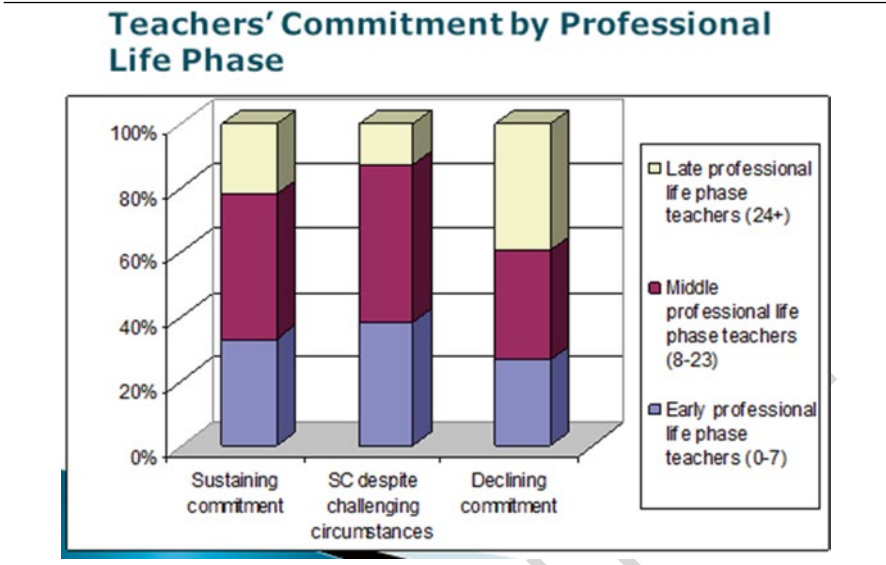
- *Workload (68 %)*. It never stops, there is always something more to do and it eats away at your life until you have no social life and no time for anything but work (Jarvis, year 6). Your life has to go on hold – there is not enough time in the school day to do everything (Hermione, year 2). 244
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- *Student behaviour (64 %)*. Over the years, pupils have got worse. They have no respect for themselves or the teachers (Jenny, year 6). Pupil behavior is one of the biggest problems in schools today. They know their rights and there is nothing you can do (Kathryn, year 9). 248
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- *Leadership (58 %)*. Unless the leadership supports the staff, you are on your own. They need to be visible and need to appreciate what teachers are doing (Carmelle, year 2). I feel as if I'm constantly being picked on and told I'm doing something wrong (Jude, year 9). 252
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2.2.3 Area 3: Commitment and Resilience 256

There seems to be little doubt that teacher commitment (or lack of it) is, closely associated with professional identity and resilience, a key influencing factor in the performance effectiveness levels of teachers (Bryk et al. 1993; Kushman 1992; Day et al. 2007), and one of the most critical factors in the progress and achievement of students (Day et al. 2007; Huberman 1993; Nias 1981). Commitment to the workplace is understood as 'a hallmark of organisational success' (Rosenholtz and Simpson 1990, p. 241). There is, also, growing evidence of the close associations between what I have come to call, values informed commitment and student progress and achievement (Day et al. 2007, 2010). 257
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The majority of teachers in the VITAE research maintained their effectiveness but did not necessarily become more effective over time. Indeed, **we found that the commitment of teachers in late professional life phases, though remaining high** 266
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t1.1 **Table 2.1** Teachers' commitment by professional life phase



269 **for many, is more likely to decline than those in early and middle years**
 270 **(Table 2.1).**

271 Initial commitment, however, as we have seen, rises, is sustained or declines
 272 depending on teachers' life and work experiences and their management of change
 273 scenarios in each phase of their professional lives. Whilst many teachers enter the
 274 profession with a sense of vocation and with a passion to give their best to the learning
 275 and growth of their pupils, for some, these become diminished with the passage of
 276 time, changing external and internal working conditions and contexts and unanticipated
 277 personal events. They may lose their sense of purpose and well-being which are
 278 so intimately connected with their positive sense of professional identity and which
 279 enable them to draw upon, deploy and manage the inherently dynamic emotionally
 280 vulnerable contexts of teaching in which they teach and in which their pupils learn.

281 Constant striving for control over events without the resources to achieve it can take a toll
 282 on the individual who faces an objective limit to what can be attained regardless of how
 283 hard she works. If optimism is to survive as a social virtue, then the world must have a
 284 causal texture that allows this stance to produce valued rewards. If not, people will channel
 285 their efforts into unattainable goals and become exhausted, ill or demoralized. Or people
 286 may re-channel their inherent optimism into attainable but undesirable goals.

287 (Peterson 2006, p. 127)

288 To teach to one's best over time, then, requires resilience. The more traditional,
 289 psychologically derived notions that it is, 'the ability to bounce back in adverse cir-
 290 cumstances' do not lend themselves to the selfhood or indeed the work of teachers.

291 A range of research suggests that resilient qualities can be learned or acquired
 292 (Higgins 1994), and can be achieved through providing relevant and practical

protective factors, such as caring and attentive educational settings, positive and high expectations, positive learning environments, a strong supportive social community, and supportive peer relationships (see for example, Johnson et al. 1999; Rutter et al. 1979). Resilience, therefore, is not a quality that is innate. Rather, it is a construct that is relative, developmental and dynamic. The process of teaching, learning and leading requires those who are engaged in them to exercise resilience on an everyday basis, to have a resolute persistence and commitment and to be supported in these by strong core values.

Yet without organisational support, bringing a passionate, competent and resilient self to teaching effectively every day of every week of every school term and year can be stressful not only to the body but also to the heart and soul, for the processes of teaching and learning are rarely smooth, and the results are not always predictable.

As Moore Johnson (2004) reminds us:

... anyone familiar with schools knows that stories about the easy job of teaching are sheer fiction. Good teaching is demanding and exhausting work, even in the best of work places... (2004, p. 10)



In a recent survey among teachers in schools in England, for example, the picture is not promising. In 2008, teachers reported the damaging impact of these symptoms on their work performance. Issues were, in rank order; excessive workload; rapid pace of change; pupil behaviour; unreasonable demands from managers; bullying by colleagues; and problems with pupils' parents.

2.2.4 Area 4: The Leadership Effect

By far the most learning and development opportunities for teachers will, inevitably, occur in school, whether through working alongside colleagues, through opportunities to reflect upon their own and others' classroom planning and practices, through the quality of professional relationships and the attention which is given to their learning needs through the quality of regular and responsive provision for learning and development by the school leadership. We have seen already the positive and negative impacts which these factors can have.

Principals of schools play an important role in establishing the conditions, structures, cultures and climate for professional learning and development in their schools. This part of the chapter, therefore, makes reference to research on successful school principals, in particular the work of the International Successful School Principals Project (ISSPP), a 14 country network of researchers which has built a collection of now more than 100 case studies of principals who have built and sustained success in different contexts and sectors (Day and Leithwood 2007; Moos et al. 2011); and the results of a national, 3 year mixed methods project in England which focussed upon associations between effective school principals and pupil outcomes (Day et al. 2011). The findings of these and other recent research in this area (e.g. Robinson et al. 2009) are important for their contributions to knowledge of conditions which contribute to teacher quality. The leadership literature tells us



334 much about school environments in which teachers flourish and learn and in which
335 they are likely to sustain commitment as well as competence, a sense of well- being
336 and positive professional identity; and teachers over the years are consistent in tell-
337 ing us that where they experience sustained support, both personally outside and
338 professionally inside their workplace, they are able not only to cope with but also
339 positively manage adverse circumstances – in other words, to be resilient.

340 Research by Ross and Gray involving over 3,000 elementary teachers in Canadian
341 schools is one of a number of studies which have found that the quality of leadership
342 affects teachers' individual and collective sense of efficacy and their organisational
343 commitment (Ross et al. 2008).

344 Cultures do not change by mandate; they change by the specific displacement of norms,
345 structures and processes by others; the process of cultural change depends fundamentally
346 on modelling the new values and behaviour that you expect to displace to existing ones.

347 (Elmore 2004, p. 11)

348 National and international research demonstrates unequivocally that successful
349 heads are those who consistently provide staff with opportunities to engage in regu-
350 lar professional learning activities, related to individual and organisational needs
351 both within and outside the school (Day and Leithwood 2009; Day et al. 2011). In
352 her meta analysis of the research literature on the effects of effective leadership on
353 student outcomes Robinson et al. (2009) identified five key leadership dimensions:
354 (i) establishing goals and expectations; (ii) strategic resourcing; (iii) planning,
355 co-ordinating and evaluating teaching and the curriculum; (iv) promoting and par-
356 ticipating in teacher learning and development; and (v) ensuring an orderly and
357 supportive environment. Of these, promoting and participating in teacher learning
358 and development had the largest, most significant effect size at 0.84.

359 Robinson (2007) reported on a recent synthesis of 97 studies which evaluated the
360 impact of CPD on the social and academic progress of students of the participating
361 teachers (Timperley et al. 2007) which found that, 'effective learning opportunities
362 for teachers', were, 'characterised by seven qualities' (p. 17):

- 363 • Providing extended time
- 364 • Engaging external expertise
- 365 • Ensuring teachers were engaged in the learning
- 366 • Challenging problematic discourses, especially around low expectations for
367 students
- 368 • Providing opportunities to participate in a professional community that was
369 focused on the teaching-learning relationship
- 370 • Ensuring that opportunities were aligned with current policy and research
- 371 • Involving school leaders who supported the learning by setting and monitoring
372 targets and developing the leadership of others

373 Essentially, these leaders are promoting organisational learning through, 'the
374 deliberate use of individual, group, and system learning to embed new thinking and
375 practices that continuously renew and transform the organisation in ways that sup-
376 port shared aims' (Collinson and Cook 2007, p. 8). Yet not all teachers experience
377 such organisational support.

2.2.5 Area 5: The Inquiring Professional 378

One of the hallmarks of being identified externally as a professional is that teachers will be reflective practitioners, continuing to learn throughout a career, deepening knowledge, skill judgement, staying abreast of important developments in the field and experimenting with innovations that promise improvements in practice' (Sachs 1997, p. 267). Becoming an expert, as research shows, does not mean that learning ends – hence the importance of maintaining the ability to be a lifelong inquirer. Experienced teachers who are successful, far from being at the end of their learning journeys, are those who retain their ability to be self-conscious about their teaching and are constantly aware of and responsive to the learning possibilities inherent in each teaching episode and individual interaction.

In China, teachers have engaged in Lesson Study for a long time. Ose and Sato (2003) summarise its basic principles:

- (i) School should be developed into a community where every single child can learn and grow, teachers can engage in mutual learning as professionals, and papers and citizens can learn through participation in educational practices;
- (ii) Every teacher should invite colleagues for observation and reflection at least once a year, in order to share his or her classroom practice with them and engage in mutual learning;
- (iii) Relationships based on listening and dialogue must be established among members of a school in order to develop learning relationships in the classrooms and collegiality among teachers as professionals; and
- (iv) Participation and collaboration of parents and citizens is required for the sustenance of a learning community.

They identify inquiry as being at the heart of all the activities in developing an activist teacher and that:

...teaching itself can be seen as a form of inquiry... professional teachers are viewed as researchers of their own practices, capable of producing worthwhile knowledge about teaching which can contribute to teachers' own and others' professional development. Developing the skills to help teachers inquire into their own and others' practice is fundamental to an activist oriented teacher education program.

(Sachs 2003, p. 73)

2.2.6 Area 6: System Support 410

Research studies about teachers' work and lives, school effectiveness and improvement, and successful school principals have been complemented recently by evidence-based inquiry into 'how the world's most improved systems keep getting better'. A recent study (McKinsey and Company 2010) examined 20 systems in action, portraying how successful reform grew and was sustained in different

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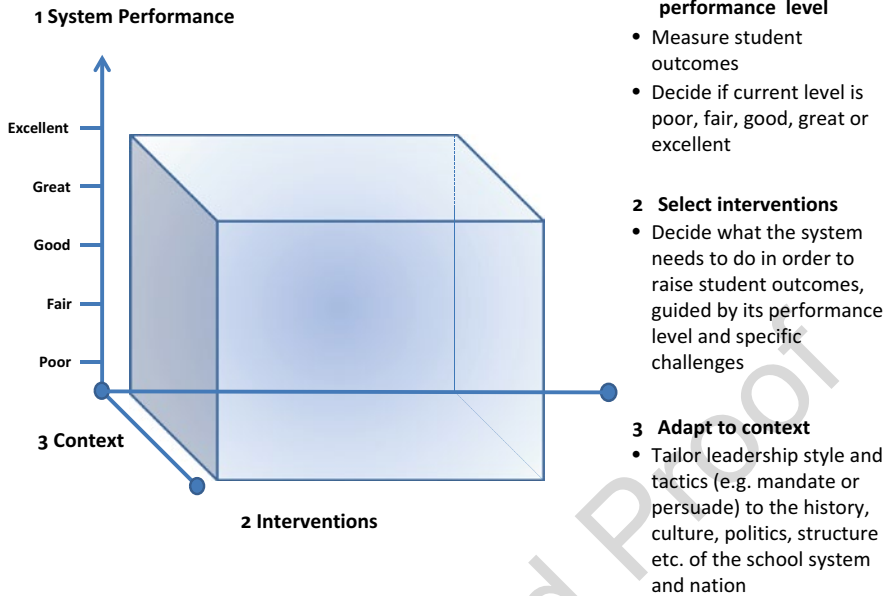


Fig. 2.3 System leaders must integrate three dimensions when crafting and implementing an improvement journey

416 contexts in terms of measured standards of attainment, irrespective of the individual
 417 system starting point. This research observed that:

418 The school systems that have been successful in improving select an integrated set of action
 419 from the menu of the interventions appropriate to their level of performance. These improv-
 420 ing systems appear to be careful in maintaining the integrity of the interventions; the
 421 evidence suggests that during each performance stage they select a critical mass of inter-
 422 ventions from the appropriate menu and then implement them with fidelity.

(McKinsey and Company 2010, p. 20)

424 It found also that whilst the injection of new leadership was important for new
 425 presence and energy, successful leaders had staying power, remaining, on average,
 426 for at least 6–7 years in the school as against a norm of 2–3 years. During their school
 427 improvement journeys they integrated three dimensions in their work (Fig. 2.3).

428 **2.3 Conclusion: The Quality Challenge**

429 Whilst it is important not to ‘sentimentalize’ (Jackson 1999, p. 88), it is necessary
 430 to acknowledge that moral purposes are an essential part of the identity and efficacy
 431 of many effective teachers. They are what keep teachers going. They contribute to
 432 their commitment, identity and resilience. In fact, resilience itself, without a strong

sense of moral purpose, without a passion for learning and teaching, is a necessary but insufficient condition to ensure quality in teaching. For passionate teachers, professional accountability is about far more than satisfying externally imposed bureaucratic demands or annually agreed targets for action linked to government and school improvement agendas. They understand that the nature of teaching, the terms of their work, oblige them to 'place the intellectual and moral well-being of students first and foremost' through their actions and interactions, through who they are as well as what they do (Hansen 1998, p. 651).

Teachers, teacher educators, and researchers in higher education live in uncertain times. Their work has become more intensified and diverse, with more demands from government and the media for better 'value for money', accompanied by calls for research to be 'useful' to and used by practitioners. In many countries there is a suspicion by practitioners and policy makers of the work of educational researchers and the benefits that it brings to understanding and improving education in schools. Moreover, the evidence still points to a lack of use by teachers of much research where they themselves have not been involved in the research process and the perception of a 'profession of academic educational research' which is far removed from practitioner communities continues. Huberman's (1995) seminal study of dissemination efforts in large-scale national projects of applied research lends empirical support to the importance of researchers' involvement in the organizational contexts of reform. He concluded that, 'research is more likely to have a strong conceptual influence on practitioners when researchers are active in the contexts where innovations are in process' (in Zeuli 1996, p. 177). Teacher educator researchers may, therefore, need to find new ways of creating new mind sets which couple emerging understandings of learners, teachers, learning and teaching and teacher educators' work (and the contexts in which such work is conducted) with improvements in the learning and achievement of students which speaks more directly to others.

No single model of research will necessarily be best fitted to bridge the gap. However, whether research is constructed and conducted primarily for the purpose of furthering understanding or for more direct influence on policy makers and practitioners, whether it is on, about or for education, the obligation of all teacher educator researchers is to reflect upon their broader moral purposes and measure the worth of their work against their judgement of the extent to which they are able to realise this as they continue to develop their work.

The challenge, then, for all teacher educators today, is to send out into schools teachers who know themselves, who are aware of the challenges they are yet to face and equipped to respond to them, who are determined and have the capacities always to teach to their best, regardless of circumstance. The challenge for Departments and Faculties of Education in universities is to engage in strategic planning for the establishment, development and sustaining of new kinds of lateral relationships with schools and teachers, which demonstrate a long term commitment to the establishment and growth of quality teachers, valuing old truths whilst at the same time engaging with the new, more diverse worlds in which they work. Such programmes of research and development will combine traditional expertise

478 with new expertise in cooperative and collaborative knowledge creation, develop-
 479 ment and consultancy that are part of a more diverse portfolio that connects more
 480 closely with the needs of the school community at large, so that in their new lives
 481 teachers may be able to make even greater contributions to the quality of the learning
 482 and achievements of their students and their country.

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