

# **Teachers, teaching and learning?**

**Professor Helen Gunter**  
**Educational Leadership in Latin**  
**Europe Conference,**  
**December 2013**

# The England experience

## Some key points:

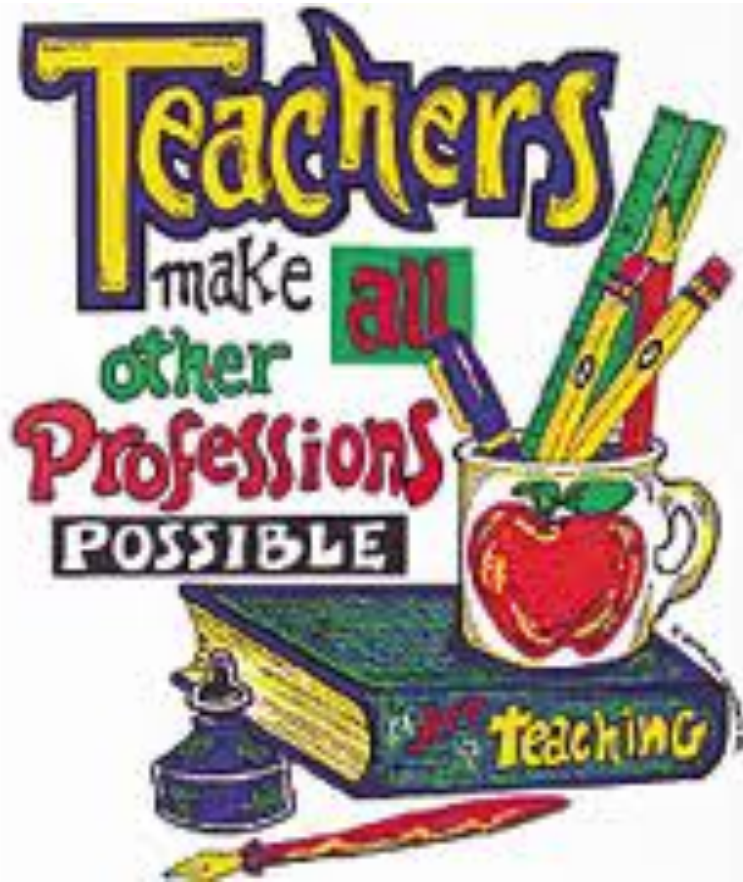
- ☐ **Workforce reform – known as remodelling e.g. teaching assistants.**
- ☐ **New forms of schooling – e.g. terms and conditions of work in ‘Academies’; non-qualified people doing teaching and called teachers in ‘Free Schools’.**
- ☐ **Training and assessment is technical (no ‘ologies’).**
- ☐ **Performance and audit; delivery and outcomes.**
- ☐ **Training handed over to schools (universities are being removed)**
- ☐ **Even universities who have top OfSTED grades and excellent partnerships are pulling out.**

# Teacher leadership as a makeover



- (1) the object of the activity – self, home, garden etc – becomes a project**
- (2) the object must be subjected to critique and shown to be deficient**
- (3) because the object of the activity is incapable of self correction - it lacks appropriate know-how and/or networks (cultural/social capital) - this must be provided in the form of the expert/expertise**
- (4) the object of the activity is made over in public – the transformation must be seen to be done**
- (5) the object of the activity cannot be trusted to continue with the game and must be continually inspected and updated**
- (6) The self connects with others as a ‘beacon’ of good taste and/or an object lesson for others to learn from**
- (7) The self is validated through impact measures re: voting, viewing and sales figures.**

# Options for teacher leadership?

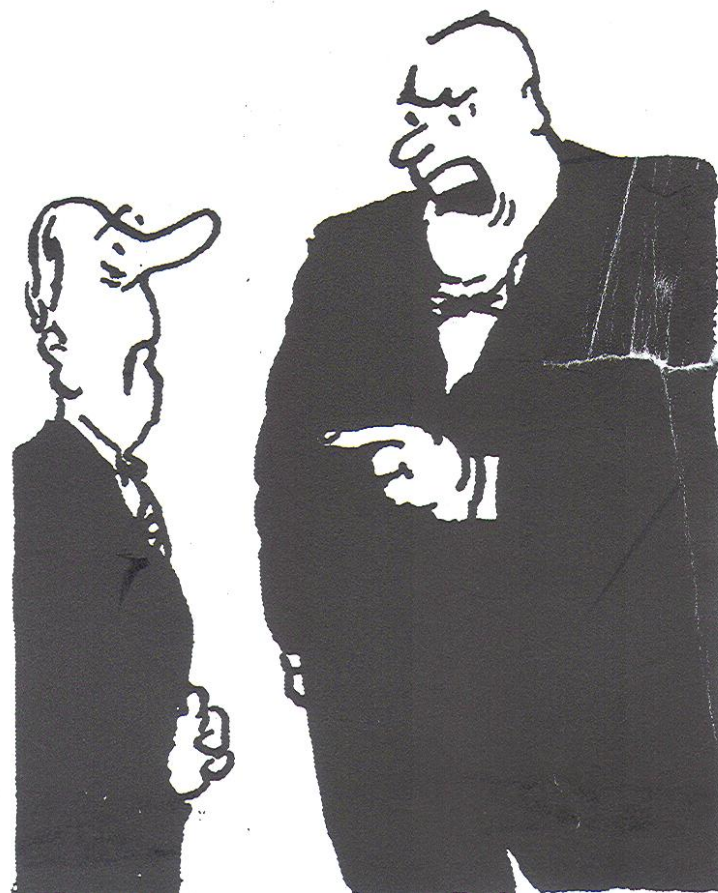


**Functionality:** leaders of tasks  
e.g. groups, subjects often  
known as departments,  
faculty. Research is about  
evaluation.

**Critical:** working with children,  
parents, staff on the realities  
of teaching and learning,  
and developing strategies.  
Research is about meaning  
and understanding.

**Socially critical:** working with  
children, parents, staff on  
challenging social injustice  
and working for equity.  
Research is about activism.

YOU'RE EMPOWERED TO  
DO WHAT YOU'RE TOLD.



# Why now?

- ☐ Publicly funded education has been too successful.
- ☐ There are interest groups who have been displaced and are seeking to restore their role/influence:

**Neoliberalism**

**Neoconservatism**

**Managerialists**

- ☐ Knowledge production is functional and normative.
- ☐ Knowledge production is business.
- ☐ **The profession did not deal with issues about quality and accountability.**



# Professional learning: options



- ☐ Active involvement
- ☐ Ongoing
- ☐ Range of options
- ☐ Partnerships
- ☐ Professional knowledge and skills
- ☐ Professional standards and audit
- ☐ Professionalism and identity

# Criticality, again!

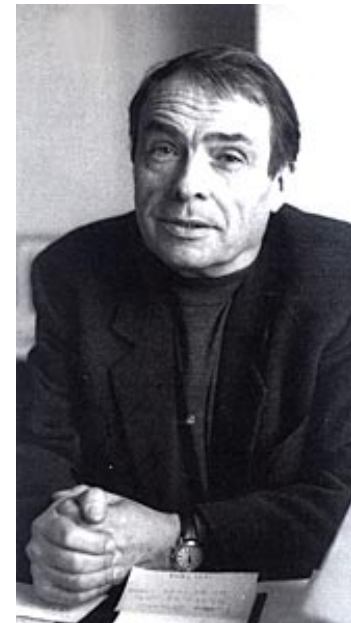
**Bourdieu:**

**“I think that enlightenment is on the side  
of those who turn their spotlight on  
our blinkers”**

Bourdieu, P. (1990) *In Other Words*. Cambridge: Polity Press. p16

**“Scholarship with commitment”**

Bourdieu, P. (2003) *Firing Back*. London: Verso. p24





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