

TILL Project Meeting in London on 1st and 2nd February 2018

Contents

Introduction	2
DAY 1.....	2
DAY 2.....	2
Section 1:.....	3
Introduction to the TILL project.....	3
Section 2:.....	4
Summary of the discussions during the two days of the meeting:	4
A) Societal changes and the impact of these on schools and the kind of education/curricula children will need:.....	4
B) The European Context	4
C) Career Development of the Teacher	5
D) Initial Teacher Training	5
E) Lifelong Learning (Continuing Professional Development)	6
F) Subject-related learning.....	6
G) Ways of learning	6
H) Bringing expertise into and out of schools	7
Conclusion.....	7
APPENDIX 1	8
First Plenary Meeting London.....	8
APPENDIX 2	10
Provocations	10
APPENDIX 3	12
List of all the points raised by the expert groups on Day 2 of the TILL London meeting on 2 nd February.....	12

Introduction

A meeting of all the country partners taking part in TILL: A European Qualification of Teaching Competences for Lifelong Learning took place in London on 1st and 2nd February 2018. The objectives of the meeting were two-fold: The first was to enable the country partners to meet face to face, to discuss the project (in terms of both the big picture over the three years and the details), and secondly, to meet with four expert discussion groups to explore in an open way the qualities that teachers of 2030 will need, to feed into the different aspects of the project and, in particular, to begin to form the basis for developing a framework to enable teachers' ongoing learning and development to be recognised nationally and internationally. The experts in the four discussion groups were:

1. Policy Makers
2. Leaders
3. Teacher Education
4. Innovators

The agenda for the meeting on 1st and 2nd February can be found in Appendix 1.

DAY 1

Anne Bamford introduced two provocation papers (see Appendix 2) to stimulate discussion. The first discussions on the skills and qualities that teachers would need in 2030 took place among the TILL partners & later in the day these issues and themes were explored with the Policy Makers. Day 1 also included presentations by the project lead organisation the Diocese of Southwark on the administrative and financial aspects of the project and by Ann Ohman of Sweden who is leading on the first work package of the TILL project – a survey and report on initial teacher training in the countries in the European Union. Both these presentations were followed by time for questions and discussions.

DAY 2

The three expert groups that met one after the other on day two were: leaders, teacher educators, and innovators. During the meeting of each expert group an introduction to the project was given by Anne Bamford and Claudio Dondi, and then the experts met in small groups to facilitate discussion. The experts were encouraged to think outside of the box, to think what was needed for the future, beyond the current challenges and restrictions. One or more members of the TILL project team joined each of these small groups to pose questions, facilitate, challenge and, where necessary, to stimulate discussion.

The outputs of all the expert group discussions were brought together and fell into the following 8 categories:

1. Future Curriculum – What do children need?
2. Professionalism & Trust
3. Teacher Training – skills and qualities needed for/in 2030
4. Funding and Support
5. Accountability (solution-focused accountability)
6. Democracy and Depoliticizing Teaching
7. Teacher Recruitment

8. Lifelong Learning for Teachers

For a detailed list of the points raised under each of the 8 categories please see Appendix 3.

Section 1:

[Introduction to the TILL project](#)

The TILL project has its roots in a previous European project which some of the country teams were part of (Italy and France). The title of this project was LLWings (Lifelong Learning Wings) and the goals of this first project were as follows:

- What is missing in schools to enable pupils who love learning, to be interested and motivated to learn throughout their lives.

The key themes that arose from the first project were:

- Recognizing and building learning strategies to support and address pupils' differences,
- Identifying and supporting pupils' talents rather than standardizing learning methods and outcomes
- The use of resources of the school & encouraging pupils' agency in this
- Articulating a variety of learning assessment strategies

The TILL project is proposing an international qualification in lifelong learning for teachers. The goal is that this qualification will be publicly recognised and recommended but it will not be compulsory.

The background to this is that the skills and knowledge of how to inspire lifelong learning in pupils are usually not included in initial teacher training. And generally the need for teachers to engage in lifelong learning themselves and to inspire lifelong learning in pupils is not explicit, supported or structured enough. Teachers need to continue to learn throughout their lives and model this lifelong learning for their pupils. This project aims to develop the capacities of teachers to inspire lifelong learning in their pupils.

The more macro picture is that the future citizen of Europe is and will be "created" and shaped by the education he/she receives. The TILL project is focused on the Europe of the future. In education, practices are very disconnected. It is therefore necessary to create a common ground for education in Europe.

What are the main outputs of the TILL project?

1. Report on the existing teacher training qualifications and systems in the European member states and identify the strengths and weaknesses of the existing system. What is covered by qualifications which already exist, and where are the gaps (i.e. what is not covered as yet). This report is being co-ordinated by Ann Ohman (from Sweden). The report needs to be finalised by May 2018.
2. Develop the TILL Competence Framework (March to September 2018)
3. Then the TILL partners need to decide how to shape and offer this qualification, which organisations will offer it, how it will be assessed, etc.
4. Part of the offer will be the development of an online tool to recognise and accredit teachers' lifelong learning, including an e-portfolio which the teacher builds up over time. This system will be piloted.

The plan is to develop an international certification model and find supporters to make it happen. A business plan will need to be developed, so that there is a plan to keep this running after the TILL project has come to an end. The options are: that it is a paid-for qualification (this is the easiest route) – that it is paid for by schools, education ministries, by other means. Our main goal is to find other ways to fund the qualification.

The TILL project is a big task, but there is a relatively linear direction in the project.

Section 2:

Summary of the discussions during the two days of the meeting:

A) Societal changes and the impact of these on schools and the kind of education/curricula children will need:

What is becoming increasingly clear is that the teachers and the children/young people that they teach will need a different or at the very least an additional set of skills to those they are currently being taught. There is a mismatch between the knowledge, skills and attitudes needed by business and other organisations, and those that pupils leave school with.

Due to the online world knowledge is now everywhere – it is not the preserve of schools, further or higher education. This then brings into question the idea of the teacher as a subject expert. How relevant or appropriate will this idea be in the future? Instead teachers will be required to be experts in learning how to learn. The tasks of the teacher will be to teach their pupils how to motivate themselves to learn, to think creatively, to work and learn in teams. Assisting pupils to develop their so-called soft skills will become increasingly important. The possibility of teachers and students learning together, for example, tackling a topic such as critical thinking, was something that experts thought may be a useful approach in the future. In addition, there is a lot of peer learning going on among pupils – both within and outside schools. How can the possibilities of this be harnessed and developed further?

The idea of what a school is also needs to evolve so that pupils are able to learn and practice their skills not only at school but also at workplaces and in the community. This means that schools need to build a strong network of partners from the cultural sector, business sector and social sector, including other schools.

One person commented that many businesses are working hard to make the workplace more human, whereas schools have become increasingly inhuman.

B) The European Context

One aspect that stood out during the 2-day meeting was the lack of career mobility for teachers in Europe. Some countries have sufficient numbers of teachers, some have an over-supply and others are experiencing an acute shortage of teachers. Issues such as differences in teaching qualifications, curricula and language mean that for the majority of teachers (other than language teachers, for example) moving from one European country to another to teach is not an easy process and is often impossible.

In terms of lifelong learning for teachers this has a negative impact on the possibility of teachers doing an exchange or a secondment in a school in a different European country to their own, and works against teachers being able share expertise, approaches, gain new perspectives and learn from one another in the classroom and workplace.

C) Career Development of the Teacher

Another key issue that emerged from the two days was the relative rigidity of the teaching profession, when compared to the flexibilities and possibilities in other professions. One delegate likened teaching to entering a convent – there is no way out and no way in. Changes in society mean that there will need to be more flexibility in teachers' career paths – both to retain teachers who have entered the profession and also to meet the needs of children and young people of the future. In order to help pupils develop the skills, experience and knowledge they will need, teachers may, for example, need to spend times during their careers working in non-school environments, whether doing a secondment in a business, public sector or an NGO, or they may teach in a non-school environment, as it will not necessarily be the case that all lessons in the future will take place at school.

There is a paradox that the better teacher you are the less teaching you do, as the usual route for good teachers is to move up the hierarchy and take on greater management and leadership responsibilities. The possibilities for teachers to develop laterally as well as upwards need to be developed.

Recommendations from the experts included:

- Identify some specialisms within the teaching profession, to bring variety into teachers' career paths. Develop the craft of teaching, become expert teachers.
- Develop other routes to become more expert, other than going up the hierarchy. Train good teachers in the classroom. Work more flexibly.

As with the career path possibilities for teachers it is also evident that schools as organisations are too rigid. Bridges need to be built between the school and other organisations – whether this is other schools, business, or cultural organisations. What is needed is greater collaboration, collegiality and community within schools and also between schools and other organisations.

Another aspect that the expert groups raised was that female teachers need job options such as job shares or part-time roles (ideally including childcare on the school premises) to make it possible for them to remain in teaching whilst raising their families.

D) Initial Teacher Training

What is needed is a strong pedagogical base and subject knowledge (although subject knowledge will change).

Teacher training should be structured to reflect the need for lifelong learning. For 2030 what is needed is a strong pedagogical base and subject knowledge (although subject knowledge will change). It is essential that teacher training equips teachers to think critically. Teachers need to be able to teach their pupils to understand how to learn (what approaches work best for each individual) and to self-motivate.

Emotional intelligence and communication training need to be part of the course. Teachers need to be trained in leadership, time-management and resilience. Creativity and thinking beyond the confines of a specialist subject are also key, as good teachers make connections across subjects.

Domains of knowledge necessary for Initial Teacher Training that were mentioned by the experts included: Cognitive Psychology, Developmental Psychology, Educational Psychology, Social Psychology, Philosophy of Education, Pedagogy, Subject Knowledge, and Child Development.

Metacognition tools for teachers and pupils were also seen as key.

Trainee teachers also need to gain the skills to work in networks, in professional learning communities.

Looking at the skills and qualities that young people will need in 2030 some of the skills that were mentioned, in addition to the list of skills in Anne's provocation document, were:

- project development skills
- mind-set skills (such as learning how to re-frame)
- intuitive skills
- research skills
- skills in collaboration and teamwork
- creativity and imagination

E) Lifelong Learning (Continuing Professional Development)

The view of the experts was that CPD / lifelong learning is about personal agency rather than being told what to do. CPD is not just about upwards development. It is about all round development.

Today teachers are under a lot of pressure – they feel overloaded by the expectations placed on them. After a while they are no longer able to be creative, due to this level of pressure. In view of this, what should teachers stop doing in order to be more efficient, to be more integrated? What should we skip, in teacher training and in the classroom to make space for lifelong learning and more? On the other hand, what needs to be put in place to help teachers retain and develop their love of learning throughout their career?

Some of the suggestions for lifelong learning for teachers that arose over the two days were:

F) Subject-related learning

What is and will continue to be challenging is the amount of new knowledge and information that is being produced. Teachers need to be supported to find ways to remain as current as they can in terms of their subject knowledge.

It was suggested that teachers are given time each year to deepen their subject knowledge and their passion for this particular area of learning

Perhaps teachers could take on the challenge of teaching a subject other than their specialist subject, so that they have the opportunity to learn and teach in a new area.

G) Ways of learning

Teachers need access to mentoring and coaching. Teachers also need opportunities to get together as learners, whether online or face to face. They need to have the opportunity to build and be part of local, national and international networks and learning communities, in order to connect with others, access and provide peer support, and further their professional development. Lifelong learning also offers the opportunity to engage in meta-cognition – to look at how and why one is teaching, having conversations about this and picking up on the key developmental steps that one needs to take.

It was also felt that cross-professional relationships should be encouraged and that different kinds of learning should be accredited.

Two models of such collaborative and learning networks were presented during the London meeting, which may be of interest going forward:

Sean Gregory, Director of Learning and Engagement for the Barbican Centre and the Guildhall School of Music, gave the example of the Cultural Education Partnerships – 70 to 80 partnerships have emerged organically. This growth has not happened due to funding, but rather through people collaborating and making things happen together. Here is an example of one of the first Cultural Education Partnerships: <http://bristol-cep.org.uk/> and here is some information about these partnerships: http://www.artscouncil.org.uk/sites/default/files/download-file/Cultural_Education_Partnerships_20.10.15.pdf

Cat Scutt, Director of Education and Research of the Chartered College of Teaching <https://chartered.college/> spoke about how this relatively new organisation, founded in January 2017, has taken off and now has 10500 subscribers (all teachers) and 80 regional networks. They recognise teachers as professionals and support teachers in how they can connect with one another. The organisation is membership driven – the College provides members with what they ask for. Mentoring and coaching is now being offered. They modelled the College on the model used by the Royal Society of Medicine. They offer support to all levels, from student teachers through to head teachers.

H) Bringing expertise into and out of schools

Many different types of activities were suggested to for teachers and head teachers to bring expertise both into and out of schools. One category includes different types of opportunities to experience what other schools are like (in one's own country and in other countries), to see other teachers teaching, to have the opportunity to discuss one's practice informally together. The second aspect is to experience, work and learn in non-school environments to enrich the teacher's practice and build bridges between the school and the world outside of the school.

Recommendations included:

- Teacher sabbaticals
- Secondments
- Regular work experience for teachers (i.e. experiencing non-school work environments and trying out new activities)
- Working in other schools in order to experience different types of school environments.
- Doing an exchange with a teacher from another country
- Attending international conferences

Conclusion

To conclude with the words of one of the delegates at the meeting: *What we need is teachers who feel more liberated, passionate and connected to their expertise. We need teachers who trust in their abilities to steer individuals and groups along the paths they need to go.*

APPENDIX 1

First Plenary Meeting London

Draft Agenda

Day One: Thursday 1st February 2018

- 9:15 Arrival for a 9:45am start, tea and coffee on arrival
- 9.45 Welcome and introduction (AB); How we perceive TILL; explore expectations/challenges of TILL;
- Discuss overview of goals for the London meeting and an overview of goals for the project.
- 11:00 Pause and tea and coffee
- 11.20 Financial and legal expectations and procedures (RC/P Mc)
- Questions
- 12.00 Sharing of survey / member state cases/reports and initial formation of qualities (ALL)
- 13.00 Lunch served: Short talk about Fusion Skills and the Cultural Mile, during lunch
- 14.00 Discussion of qualities and website (ALL)
- 15.00 Afternoon tea served
- 15.30 **Experts group one: Policy makers**
- 16.30 Reflections, challenges (ALL)
- 17.00 Pause
- 18.00 Dinner served at local restaurant

Day Two: Friday 2nd February 2018

St John Bosco College, Parkham St, Battersea, London SW11 3DQ - Reception

- 8.30 Arrival for a 9:00am start, tea and coffee on arrival
- 9.00 **Experts group two: Leaders**
- 10.00 Morning tea
- 10.30 **Experts group three: Teacher Education**
- 11.30 **Experts group four: Innovators**
- 12.30 Lunch served
- 13.30 Reflections and qualities (ALL)

14.30 Future TILL activities / timeline

15.00 Close

APPENDIX 2

Provocations

1. What qualities might the teachers for 2030 need? What needs to be different?
2. If these are the key skills/qualities for the future:
 - Collaboration and teamwork
 - Creativity and imagination
 - Critical thinking
 - Problem solving
 - Flexibility and adaptability
 - Global and cultural awareness
 - Information literacy
 - Leadership
 - Civic literacy and citizenship
 - Oral and written communication skills
 - Social responsibility and ethics
 - Technology literacy
 - Initiative
 - Reasoning

What impact will this have on teachers? Schools? Pupils' learning? Are there important skills missing?

3. In the lead up to these meetings we undertook a survey of the current practices across a range of European member states and other countries. The overall findings of this research show that:
 - Although teacher education has been generally made longer in duration, there is less acceptance that newly qualified teachers are ready to teach
 - Very little attention is paid to lifelong learning in the teachers' continuing professional development or in the school curriculum for children and young people
 - There are almost no links between schools and businesses and with a few notable exceptions, it is not possible for teachers (or students) to move in and out of the education system
 - There are either actual restrictions or inherent restrictions that make the mobility of teachers difficult if not impossible except for language teachers
 - Many countries are experiencing an acute shortage of teachers
 - Very few ITE programmes or CPD programmes address the development of future skills
 - What is required to be qualified as a teacher varies considerably from country to country
 - Some countries have no requirements or obligations for teachers to learn once they leave formal training

What are the implications of these findings regarding current and future practices?

4. What should be the meaning of the formal education system?

5. Some people have described a 'perfect storm' of factors which challenge current education.

These include:

- Rapid movement to self-employment
- Skills shortage
- Changes in the population
- Technologies
- The collapse of 'middle skill' jobs (AI)
- Advanced competences needed (social, cognitive and emotional)
- Globalization and individualization
- The differentiated society

How do these factors change how we might need different types of lifelong learning?

APPENDIX 3

List of all the points raised by the expert groups on Day 2 of the TILL London meeting on 2nd February

The outputs of the three expert group discussions on Day 2 were brought together and fell into the following 8 categories:

9. Future Curriculum – What do children need?
10. Professionalism & Trust
11. Teacher Training – skills and qualities needed for / in 2030
12. Funding and Support
13. Accountability (solution-focused accountability)
14. Democracy and Depoliticizing Teaching
15. Teacher Recruitment
16. Lifelong Learning for Teachers

What follows are the key themes and issues raised under each of the above categories:

Future Curriculum – What do children need?

- Understand how we want children to be in 2030 (their required skills) and **only** then say what skills are required from teachers.
- Rethink education curricula – from a focus on knowledge to a focus on developing thinking
- For the first time in education history, there will be a generation of students who have the best grades but will also have significant problems moving forward. The emphasis on grades in the system is causing an increase in significant mental health problems.
- Change the education curriculum to 80% self-development for the heart – for example, meditation, art, behaviour, philosophy, his/her story & 20% science/maths
- The school needs to become a space where teachers and pupils come together and where pupils choose which curriculum they will follow.
- Allow children to direct the way in which they wish to learn to bring back interest and a love for learning, rather than dictating to them.

Professionalism and Trust

- It is important that the very important job of the teacher is not watered down
- The profession needs to be valued
- Teachers need to have autonomy
- Teachers need to have everyone's trust
- Society needs to trust and have confidence in teachers
- Flexible working for teachers – allow more flexible contracts, encourage job shares
- All schools must have qualified teachers, including academies and free schools.
- A video of teachers from the countries where teachers are most valued, respected and where they have a high number of applications for teacher training and head teacher positions.

Teacher Training – skills and qualities needed for/in 2030

- Teacher training should be structured to reflect the need for lifelong learning. We felt a school delivered model would act against this.
- Robustly academic – Initial Teacher Education which leads to criticality
- A much longer period of education and training is needed.
- We need a clear definition of what teachers can be expected to do.
- New teachers need the support of experienced and expert teachers to find their feet.
- Children will need more than just teachers around them. Those professionals should ideally be based at schools too.
- Emotional intelligence and communication training needs to be part of teacher training
- Teachers need to be trained to find the “gift” in each child and young person and support the child in developing their gift/s to the highest possible level while at school, rather than be trained to check the standard
- Teachers need to be encouraged to think out of the box
- Teachers need to use their life experience far more
- The increase of knowledge available because of technological advancement will not be able to replace value-based learning and the important relationship between pupil and teacher. Training should be focused on soft-skills as technology cannot replicate this.
- Teachers will need to develop their capacity to be resilient
- Teachers need the skills and the mind-set to deal with the stresses of time management.
- The most successful schools in the UK have confident teachers. They are possibly risk takers who challenge the system?
- Domains of knowledge – Cognitive Psychology, Developmental Psychology, Social Psychology, Philosophy of Education, Pedagogy, Subject Knowledge
- Need to include substantial training in Social Psychology, Educational Psychology and child development in teacher training.
- Metacognition tools for teachers and pupils
- Mind-set should become the main normative focus, as pedagogies always change with developments.
- Build capacity for teachers to work in networks, in professional learning communities
- Technology (IT) – training and resourcing (for example, the importance of children’s reading speed – how learning to read more quickly - via an online training - leads to higher grades)
- Develop the traditional role of school inspectors who could be older/experienced head teachers who can be invited with payment into schools to share ways of building confidence among teachers, head teachers, etc. to do what is necessary from relationships with students of all backgrounds to relationships with parents.
- Suggestion – look at what happens in Malaysia (in detail)
- We need to develop leaders and managers who understand the importance of nurturing people and are skilled at doing so. Leaders and managers also need to have the skills and knowledge to create schools which are supportive and developmental rather than judgemental and single minded. A culture of trust in each school needs to be built.
- The current time pressure that teachers are under needs to be changed, so that they have time to engage in new research and CPD.

Funding and support

- Preferential social housing for teachers in cities

- Free meals for teachers / staff
- Funding to support training – bursaries for all subjects are needed, including primary school trainees.
- Creative use of student loan repayment scheme, linked to supply and demand. E.g. working in a shortage subject or in a hard to recruit area, student loan reduced by 15% per year.
- Teachers should have CPD development entitlement
- CPD pots for each school (which is ring-fenced) that teachers can draw from.

Accountability (solution-focused accountability)

- Rethink punitive accountability
- Remove accountability – it promotes fear and limitation, not creativity and humanity
- No more Performance Review Process (PRP)

Democracy and Depoliticizing Teaching

- Reinvent democracy for education. What could be bolder? What could be more “blue sky”? Education as the fourth branch of government
- Create institutions that promote the views of teachers themselves
- Democratisation – listening to teachers’ own voices
- Depoliticise Education – revamp the inspectorate to focus on what is going well – a development model, not on “mind the gap”. Ofsted does say what the school is doing well, but public perception is around the school being outstanding, good and the rest. This leads to low morale, etc. Trust will only come when bashing stops.
- Get Members of Parliament, etc. to understand that teaching is not functional, but is about the flourishing of the human person.
- Have an independent commission for Teacher Training and Development. An autonomous, a-political body or commission should be created of the best-thinkers in education so that the children are put back at the centre of education, rather than being a tool for political gain. This could be based on current systems in the UK, such as the justice system.
- Make no changes to the curriculum for 10 years

Teacher Recruitment

- Utilise TV and film storylines to demonstrate the power and impact that teaching can have on a young person.
- Teachers and leadership choices within schools should be based on values such as the Judge Commission: personal experience, merit and good standing.

Lifelong Learning for Teachers

- Teachers need more access to external mentors and coaches to discuss CPD needs.
- Teacher sabbaticals related to or valuable for their role.
- Sabbatical – learning experience (3 years)
- The idea of sabbaticals or secondments is very positive, but organisations outside the world of education will need incentives to ensure that such a model works financially, for everyone involved.
- Work experience for teachers (5 training days)

- Work in other schools accredited and funded
- Create a programme for exchange – local, national, Europe, international
- Create a fund to finance teachers to attend international conferences
- Teachers need to be part of international networks
- Teachers need to experience different types of school environments. . In Singapore, teachers have to change schools every six years so that the expertise does not pool into one specific school.
- De-centralise CPD – let teachers decide
- Build networks of people – connections, peer support and review
- Build learning communities of teachers who love what they do, who are willing to make the time for CPD
- Lifelong learning helplines for teachers.
- Schools don't have to be competitors (i.e. schools can collaborate)
- The teaching role in 2030 needs to have a less concrete border around itself and schools, and be more open to a wider role. The Oasis model focuses on hubs and show just how the education is broader and part of a wider role in the community.
- <http://www.oasisuk.org/about>
- Head teachers who are leaders and who have taught in schools, who can act as ongoing mentors to others (and have mentors themselves)
- We live in a world where we expect everything to be personalised to each one of us as an individual. Suggestion – 2 days a year were given to teachers to further develop their subject knowledge and their love for this particular area of learning.
- Learn from sport in their development of coaching with a structured pathway to excellence (e.g. football coaching pyramid)
- The question needs to be asked about what Lifelong Learning will look like for those staff members who are not in a situation to engage with CPD? CPD is dependent on financing and other external factors.