

UNESCO Chair in e-Learning UOC  
VIII International Seminar "Teacher  
Training: Reconsidering Teachers' Roles"  
Barcelona, 6-7 October 2011

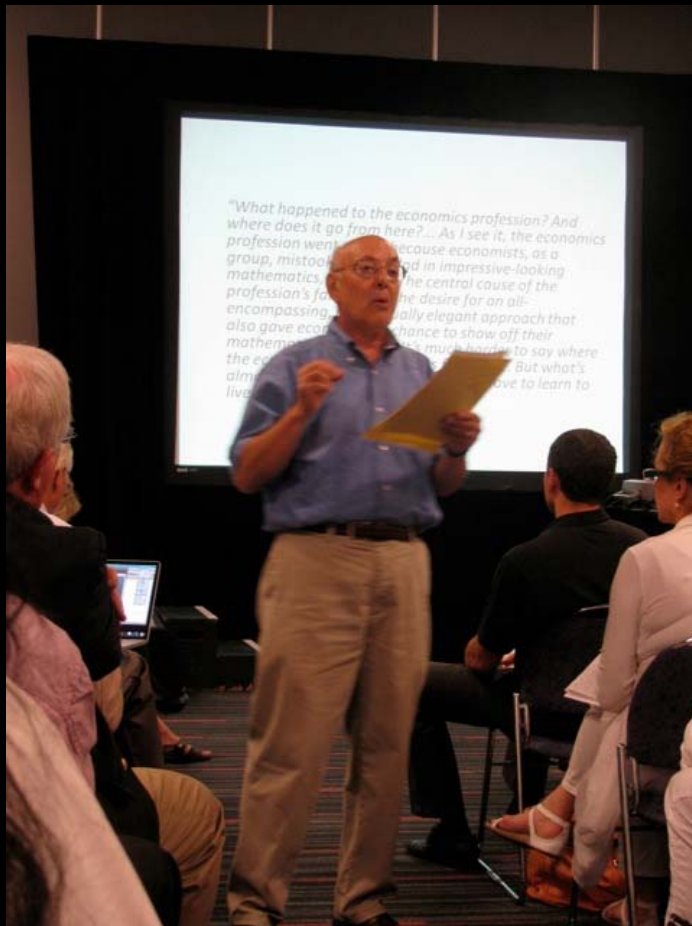
*The Usual Suspects?*  
*Teachers, Their Challenges*  
*and Development*

Ferran Ruiz Tarragó  
President of the Education Council  
of Catalonia

# Teachers, usual suspects of:

- School failure, low employability and youth poor cultural level
- Countries' poor results in comparative studies
- Incivic and violent behaviour of some youth
- The feeble success of reform and innovation policies
- Not working hard enough while looking to meet their convenience

# Some hard facts about education



Henry Mintzberg

# THE STRUCTURING OF ORGANIZATIONS



Prentice-Hall International Editions

HENRY MINTZBERG

# Professional Bureaucracy

Rules and  
regulations

Professional  
autonomy

Knowledge-based  
division of labor

Almost flat  
authority structure

Standardization  
of the activity

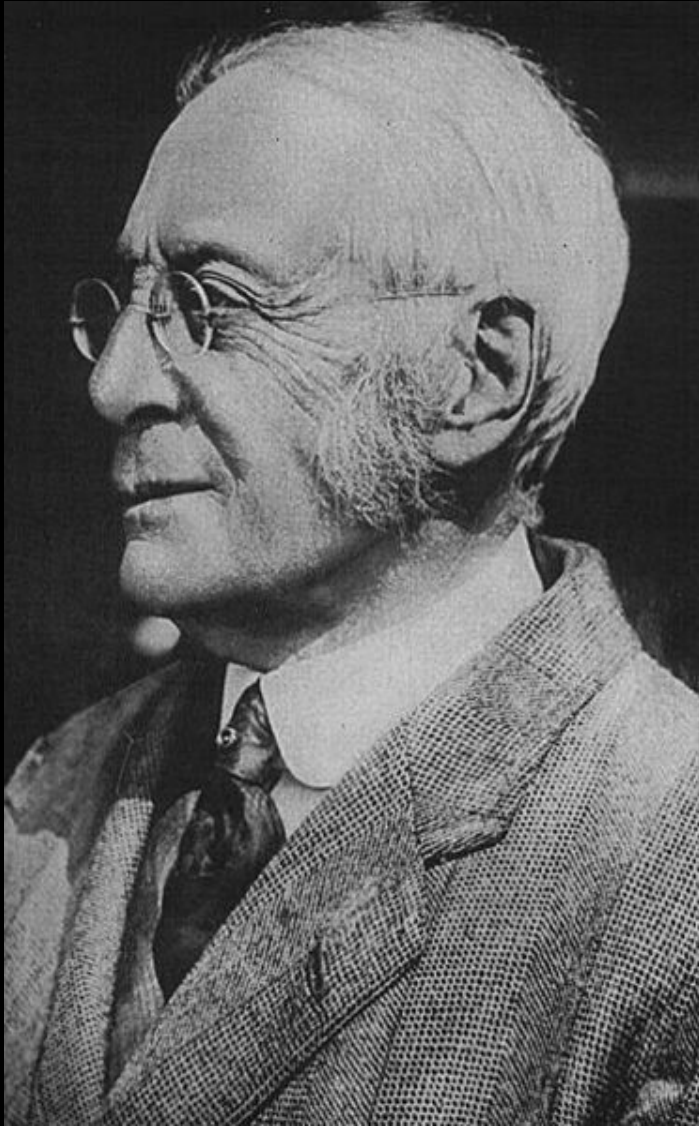
Formal access  
to the profession

# PB and Innovation

“The PB is an inflexible structure, well suited to producing its standard outputs but ill suited to adapting to the production of new ones”

“Change comes slowly and painfully ”

Henry Mintzberg

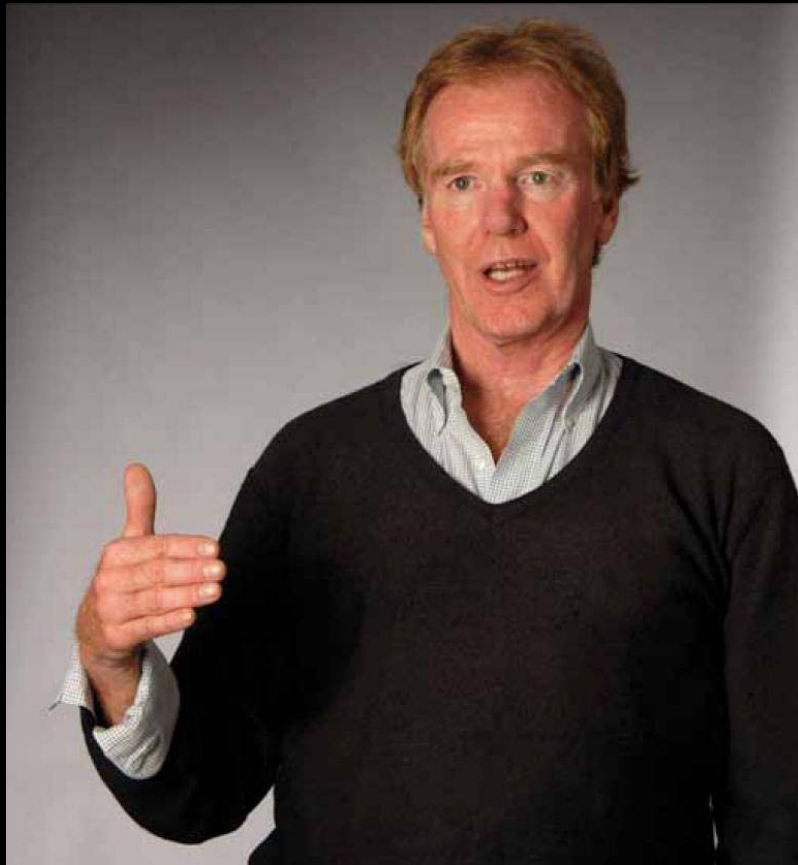


## U.S. secondary school curriculum subjects (1893):

- Latin
- Greek
- English
- Other Modern Languages
- Mathematics
- Physics, Astronomy, and Chemistry
- Natural History
- History
- Geography

Charles Eliot

[http://en.wikipedia.org/wiki/Charles\\_William\\_Eliot](http://en.wikipedia.org/wiki/Charles_William_Eliot) ZSX0011



Peter Senge

"It is a tragedy that, for most of us, school is not a place for deepening our sense of who we are and what we are committed to."

"Fragmented academic subjects transform us in master reductionists"

*Schools That Learn (2000)*

<http://www.emprendedoresnews.com/liderazgo/peter-senge-pensar-en-sistemas.html>





Andreas Schleicher

"Education is far from being a knowledge industry in the sense that it does not allow itself to be transformed by knowledge concerning its own practices."

*Lisbon Council Policy Brief  
(2006)*

<http://saladehistoria.com/wp/2009/11/28/andreas-schleicher-en-el-pais-espana/>



# How the world's best-performing school systems come out on top

September 2007

McKinsey & Company



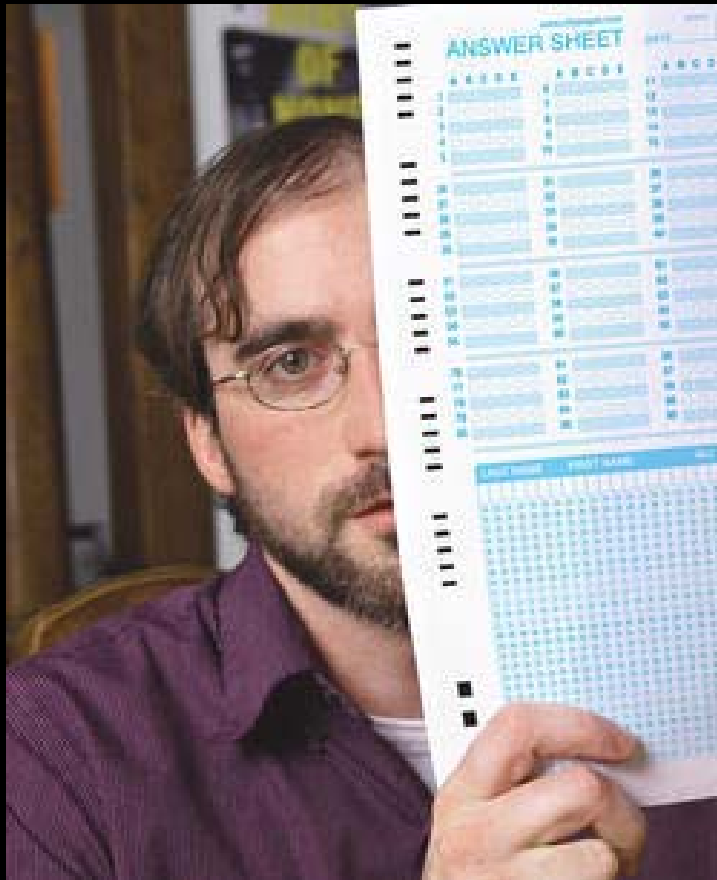
Rod Paige

"All across America **test scores are rising**; students are learning; the achievement gap is closing; teachers and principals are beaming with pride!"

Aug 2004 Speech

[http://www.boston.com/news/politics/conventions/articles/2004/08/31/text\\_of\\_education\\_secretary\\_rod\\_paiges\\_speech/](http://www.boston.com/news/politics/conventions/articles/2004/08/31/text_of_education_secretary_rod_paiges_speech/)

Foto: [org.elon.edu](http://org.elon.edu)



Dan DiMaggio

"The legitimacy of testing is being taken for granted. It's a farce."

*The Loneliness of the Long-Distance Test Scorer (2010)*

<http://www.citypages.com/content/printVersion/1782234/>





July 5, 2011

# Systematic Cheating Is Found in Atlanta's School System

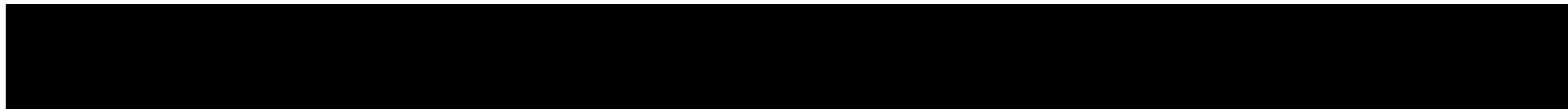
By KIM SEVERSON

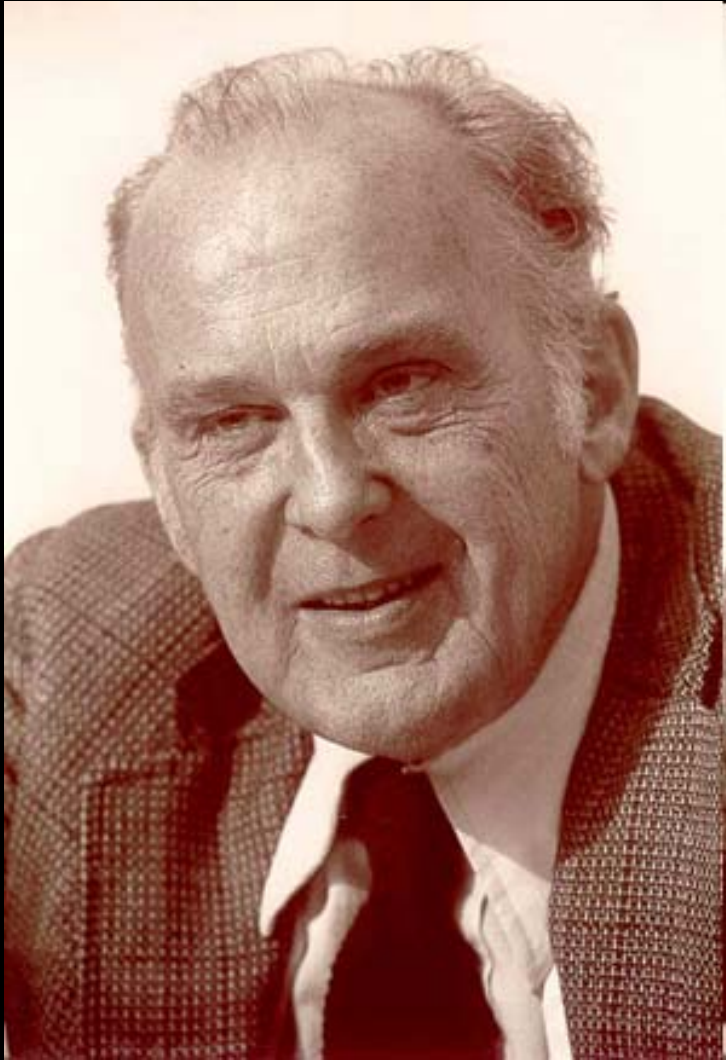
ATLANTA — A state investigation released Tuesday showed rampant, systematic cheating on test scores in this city's long-troubled public schools, ending two years of increasing skepticism over remarkable improvements touted by school leaders.

The results of the investigation, made public by Gov. Nathan Deal, showed that the cheating occurred at 44 schools and involved at least 178 teachers and principals, almost half of whom have confessed, the governor said.

A culture of fear, intimidation and retaliation existed in the district, which led to a conspiracy of silence, he said in a prepared statement. "There will be consequences," Mr. Deal said.

That will certainly include dismissals, according to school board members and the interim superintendent, Erroll B. Davis Jr., and could possibly result in criminal charges.





"The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor."

Donald T. Campbell

*Campbell's Law (1976)*

[http://en.wikipedia.org/wiki/Campbell%27s\\_Law](http://en.wikipedia.org/wiki/Campbell%27s_Law)

# Some hard facts (Summary)

- Teachers often work in a climate of suspicion
- Inflexible professional bureaucracy, ill-suited to innovation
- Curriculum grounded in the 19th Century
- Schools :
  - often show feeble commitment to individuals
  - are not real knowledge organizations
- Large-scale assessment and accountability are seriously flawed

*Are those issues within the scope of teacher training?*

**Widening horizons**





“A business reflects its  
manager”

*The Mind of the Strategist*  
(1982)

Kenichi Ohmae

Foto: <http://www.3cstrategy.net/page5.htm>



Shoshana Zuboff

"The business models based on twentieth century 'managerial capitalism' have reached the limits of their adaptive range."

"The old logic of wealth creation worked from the perspective of the organization and its requirements ... **now we need a logic based on the individual.**"

*Creating value in the age of distributed capitalism (2010)*



Onora O'Neill

- "The real focus is on performance indicators chosen for ease of measurement and control rather, than because they measure accurately what the quality of performance is.
- "Intelligent accountability requires more attention to good governance and fewer fantasies about total control."

*A Question of Trust (2002)*

<http://www.bbc.co.uk/radio4/reith2002/>



Hilary Cottam

*Participle (UK)*

- “We need to stop patching and mending institutions and services designed for another era.”
- “... what matters is not just ideas, but **real change on the ground**, in our communities.”



"We could think on new forms of relationship between economy and society. Those are our most serious shortages.

There is a **lack of imagination, knowledge and audacity** ... Let's experiment. Anyway, there's nothing to lose."

Manuel Castells

La Vanguardia, 29 May 2010

# Key Teachers' Challenges

## Challenge #1

Teachers should be aware that  
they are requested to be  
excellent in an outdated system

- Must be highly committed in spite of conditions that preclude excellence
- Managers & decision-makers should make deep change possible
- Confront the myth of the extraordinary teacher

## Challenge #2

Teachers should widen the scope of their professional mission regarding students

- Center on youth development, community and sense of purpose, not just subject-matter instruction
- Prepare students for the future, not for the past
- Engage in deep and massive R&D



## Challenge #3

# Teachers should fight for intelligent accountability

- Confront publicly the illusion that numbers never lie
- Engage collectively on improving competency-based assessment of student learning
- Put forward proposals for comprehensive and equilibrated accountability of their own work



“Dreaming, after  
all, is a form of  
planning.”

Gloria Steinem

[http://news.boisestate.edu/newsrelease/archive/2004/092004/hi\\_steinem.jpg](http://news.boisestate.edu/newsrelease/archive/2004/092004/hi_steinem.jpg)

Thank you very much

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