Why do teachers need knowledge?
The Development of Teacher Expertise linked to Teacher Knowledge linked to curriculum knowledge – what helps and what gets in the way?

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Research on teacher development

Relationship between Teacher Expertise, and the OFSTED Curriculum Research

Priorities for Teacher and Curriculum Development
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Priorities for Teacher and Curriculum Development
MY RESEARCH INTO TEACHER DEVELOPMENT

Student teachers talking about their decisions in the classroom moment by moment – do any of the comments ring a bell?

I need him to keep busy
I want to feel in control
I don't want it to be too noisy
I want to get through this task
I want it to be finished by the end

Martha
Three types of teacher - or three points on a sliding scale:

- Task Manager
- Curriculum Deliverer
- Concept/skill Builder
I didn’t want them to start being silly, that was really the main thing I was thinking about.

I wanted them to get the sheet filled in.

My role was organisation - make sure they went in turns - went clockwise.

Really I was just concentrating on getting it done.

Classrooms should look busy.

Classrooms should look orderly.

Children should complete their tasks. Teachers should be in control.
Learning is prescribed. Learning is dictated by someone else.

The curriculum is a goal in itself. It is hard to give a reason why the learning is important.
Focused on the subject and why it matters. The concepts and skills are key.

Tasks only a vehicle for learning. The main goal lies beyond the lesson - transferable and transformative learning.
So what makes an expert teacher and how can we help?
Expert teachers - synchronic notion of teacher time

Novice teachers - diachronic time epistemology
Teacher Expertise

Sternberg and Horvath

Knowledge

Insight

Efficiency

Combining of all three is the key
A continuum or a cycle?
A vicious circle?
A trap to try and avoid
DOES IT MATTER IF EVERYONE IS A CURRICULUM DELIVERER?

Persuasive writing...

- Useful 'hooks'
- Knowledge of...
- Prior learning
  - Audience, purpose, genre, powerful verbs, emotive language
  - Personal pupil motivation

Effective example texts

Effective questioning

How this will be applied beyond the classroom

How this will be applied in other subjects

How this will be applied in the next lesson

Time of day

Weather outside

Knowledge of...

Effective example texts

Effective questioning

How this will be applied beyond the classroom

How this will be applied in other subjects

How this will be applied in the next lesson

Time of day

Weather outside
Persuasive writing...

- Audience, purpose
- Genre, powerful verbs, emotive language
- Personal pupil motivation
- Time of day
- Prior learning
- Weather outside

Effective example texts

Insight and Efficiency in...

- How this will be applied in the next lesson
- How this will be applied in other subjects
- How this will be applied beyond the classroom

Effective questioning

Useful 'hooks'

Observing

Recognising

Attesting

Associating

- genre, powerful verbs, emotive language
- Personal pupil

Weather outside
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Priorities for Teacher and Curriculum Development
Implementation of National Strategies

Most teachers were Curriculum Deliverers

‘There’s no time to think – it’s like a steam roller!’

Routinisation’ (Eraut) Tasks and routines become ends in themselves.

Too much ‘stuff’ crowds out ability to see the wood for the trees.
More likely to be/stay a Task Manager or Curriculum Deliverer if:

• Very crowded and prescriptive curriculum - stops asking 'why'?  
• Very busy school environments with no built in developmental programme or time for reflection = unreflective culture/unarticulated pedagogy - no time for debate  
• ‘Routinisation’ (Eraut)

More likely to become/remain a Concept/Skill Builder if:

• Contexts conducive to articulation and  
• Able to compare/contrast/critique approaches
A striking conclusion that we have drawn from the findings is that, despite the fact that the curriculum is what is taught, there is little debate or reflection about it. School leaders and inspectors discussed the timetable in each school. The timetable is important. It is, however, not the curriculum. Apart from the timetable, there was an absence of other tangible reference points to get to grips with the complex business of curriculum planning.

Amanda Spielman
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Priorities for Teacher and Curriculum Development
Effective teachers:

Knowledge, insight, efficiency developed through:

Practice, reflection, critique, debate

Effective curriculum
Levels of Specification
(Mick Waters)

<table>
<thead>
<tr>
<th>Content</th>
<th>Design</th>
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</thead>
<tbody>
<tr>
<td>High</td>
<td>stagnation</td>
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<tr>
<td>Low</td>
<td>regimentation</td>
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Good Curriculum Leaders

• see the big picture and talk about it

• make learning deep and sustained over time and link it to understanding beyond the classroom

• link design to conceptual development

• choose content carefully and keep asking (and answering) 'why does this matter?'

• avoid seeing pupils as 'passengers, getting through the day'
DfE ITT content guidance review
Advisory Group

- Prof. Sam Twiselton (chair)
- James Noble-Rogers
- Emma Hollis
- Reuben Moore
- Prof. Becky Francis
- John Blake
- Marie Hamer

“For the ECF to...provide the starting point for a review to the ITT core content guidance – working closely with UCET, NASBTT and the ITT sector...”
Why a review?

1. The development and publication of the Early Career Framework
2. Early career teacher retention rates
3. Range of ITT provision
4. Changes across the education landscape, in curriculum and qualifications
5. Varied trainee experiences and outcomes
6. New Ofsted EIF and ITE inspection framework

Outcomes

1. Coherent training and development offer ITT through induction
2. Improved trainee experience and outcomes
3. Consistency
4. Teaching quality
5. Improved retention
6. Workload/wellbeing
Communicating with and engaging stakeholders

- Outside of group meetings
- Existing events
- Invitations to represent the group to discuss the work
- Listening to and feeding in views – consultation through an advisory group, setting realistic expectations
- Who else do we need to engage with meaningfully to make this a success?
- Developing and sharing lines to take
- Develop stakeholder engagement plan