Teachers matter, their key role in education

Javier Tourón
Another school is possible... it has to be!
Same message for all the students at the same time...
All do the same things, at the same time, in the same way...
Diversity is everywhere

But they are only equal in their age... and nothing else!
Who are the 1 upper percent?
The effect of low ceiling testing

Above level test

In level test

Upper 1%
Because of this, they need do different things at the same time.
Teachers’ role is no longer “the sage on the stage”
But “the guide on the side”, what means more time for face-to-face interaction
Students can and are able to do more things than just listening
One size fits all is unrealistic... variation is everywhere!

Same age students do not always wear shoes of the same size

**We need an ability-based School (as it was in the past)**
**not an age-based one (as it is nowadays)**
“The good school, as I have suggested, does not diminish individual differences; it increases them. It raises the mean and increases the variance” (Eisner, 1999, p. 660)

The good school has to promote equity not equality
Aristotle (Politics, 1280a):

"Justice is thought to be, and is, equality - no however, for all, but only for equals. And inequality is thought to be, and is, justice; neither is this for all, but only for unequals"
"School can no longer remain what it was, neither can learning (...) because society and the world of work are also different from those of just a few decades ago. (...) does the school and the other educational institutions do so in order to maintain their functionality? Is your capacity for adaptation and, ideally, anticipation the expected? The answer is in sight. From the foreword of "The Flipped Learning: a gamified guide for novices and not so novices"
Learning Today Means…

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively
Use Systems Thinking
Make Judgements and Decisions
Solve Problems

COMMUNICATION AND COLLABORATION

Communicate Clearly
Collaborate with others

BASIC LITERACY

CREATIVITY AND INNOVATION

Think Creatively
Work Creatively with Others
Implement Innovations

CROSS-DISCIPLINARY THINKING

SCIENTIFIC AND NUMERICAL LITERACY

VISUAL LITERACY

Source

UNIVERSIDAD INTERNACIONAL DE LA RIOSA
Age | School based on | Competence
---|---|---
Teaching centered | Learning centered
Poor attention to individual students | Attention to individual student needs is maximized
Same curriculum for all: |
• Difficulty  
• Delivery speed, same for all  
• Same challenge level  
• No attention to differences | Different curricula: |
• Difficulty  
• Delivery speed adapted to ability  
• Challenge level adapted  
• Attention to differences
REPRODUCTION MODEL
Learning is passive and self-contained | PERSONAL TALENT DEVELOPMENT MODEL
Learning open and active
How the world’s best-performing school systems come out on top

September 2007

McKinsey & Company
**Exhibit 5: The effect of teacher quality**

- Student performance:
  - 100<sup>th</sup> percentile
  - 50<sup>th</sup> percentile
  - 0<sup>th</sup> percentile

- Ages:
  - Age 8
  - Age 11

- Student with **high-performing** teacher:
  - 90<sup>th</sup> percentile
  - 53 percentile points
  - 37<sup>th</sup> percentile
"The quality of an education system cannot exceed the quality of its teachers"
It is time to re-think the education we wish at our schools:

How do we cater for talent development?

Do we conceive the school as a place for teaching or as a learning center?

We need to make a wise use of technology to transform our schools into Talent Development Environments
Organizing Learning Resources Around Students

Personalizing

Learning Environments Designed Around Student Access to Services

Image source: INACOL
If we teach today's students as we taught yesterday's, we rob them of tomorrow.

John Dewey