

Decentralization in the Teaching Profession

Empowerment and Leadership as a Collective Drive for EFA



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Anecdote 1: Seeking out 'Cinderella'

As an International Jury member for the
UNESCO-Hamdan Prize for Outstanding
Performance in Enhancing Teacher
Effectiveness

in Dubai, November 2011

in Nepal, December 2011



Teacher Trainers in Dailekh District, Nepal

ownership of responsibilities,
'resourcefulness' and synergy

“We actually train by our modeling –
practice of what is being preached.”



टाँसा भनेको के हो ?

प्रत्यक्ष र अप्रत्यक्ष संपर्क
ले गर्दा टाँसा रोग फैलिरहेको
छ। टाँसा रोगबाट बच्न निम्न
प्रकारका कुराहरू पालना गर्नुपर्छ।

Anecdote 2: Education for What?

**Conversations with university students:
“We have made it, until the next
competition!”**

The drive in schooling?

Competition

Competition

Competition

Teacher Professionalism & Teacher Autonomy

Arguments for teacher autonomy are themselves based on professionalism.

Is professionalism a matter of ‘training’,
‘environmental / cultural practice’ or
‘personal choice’?

Teacher Professionalism & Teacher Autonomy

EFA: “more training & better training”!

But how well are systems co-ordinated?

Where is the gap between the desirable and the routines in practice?

And balance between supervision and teachers' autonomy?

Failure of Training / Reform

- ◆ Teachers hold beliefs and values that differ from reformers and that justify their current practices.
- ◆ The circumstances of teaching prevent teachers from altering their practices.

(Kennedy, 2005)

Lekhapora Kora Je

by Sudhir Chakrabarty



**Variety of coaching classes –
from cottage industry to the small
factory systems**

Does this help a child's mind awaken?

Or does it hand a crutch to one who has just
learned to walk, crippling the child for life?

West Bengal: Amartya Sen's Pratichi Trust Conducted survey in 2001/02, and repeated in 2008/09

The second survey showed significant improvements.

But...

“The proportion of children relying on private tuition has gone up ... (64% from 57% for the students in standard primary schools, and 58% from 24% for SSK children).”

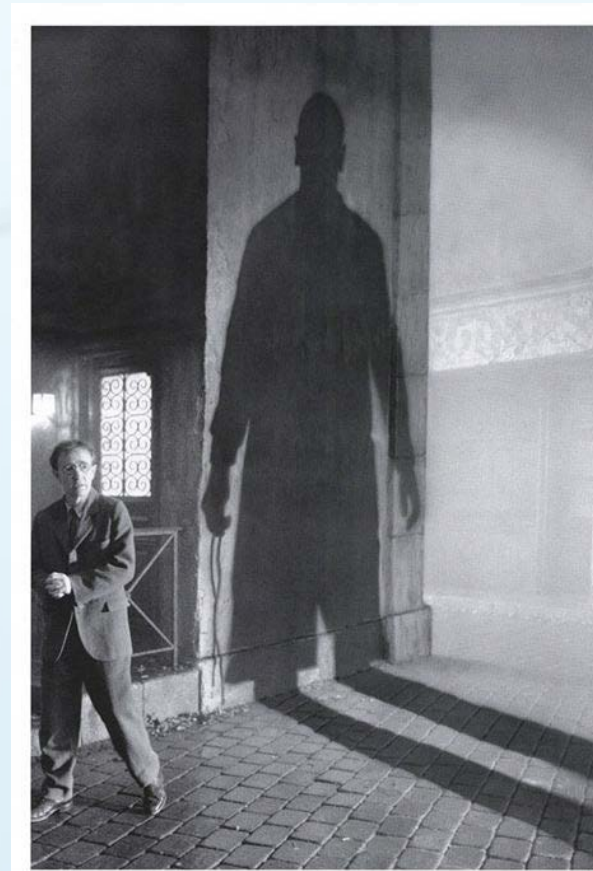
Private tuition “divides the student population into haves and have-nots; it makes teachers less responsible and it diminishes their central role in education.”

(Amartya Sen, 2009)

A Shadow Education System

Why a shadow?

- ▶ Private tutoring only exists because the mainstream exists.
- ▶ As the size and shape of the mainstream changes, so does that of the shadow.
- ▶ In almost all societies, more public attention focuses on the mainstream than on its shadow.



Policy & Planning?

(from Praticchi, 2012)

- ◆ **What would happen to the surplus of the educated unemployed?**
- ◆ **And a deficit of appropriately trained school teachers?**

Implications for EFA Agenda

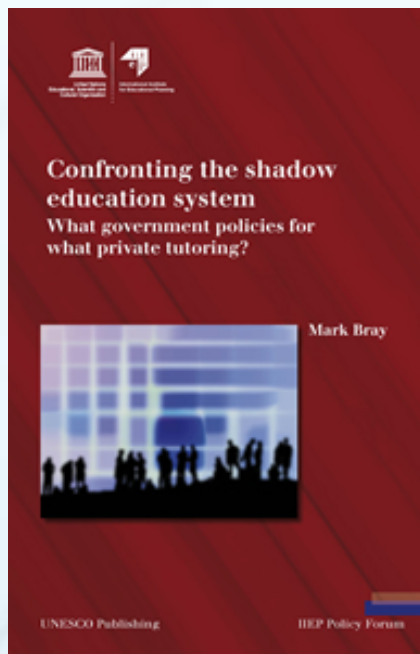
➤ Backwash on mainstream schools

- Mainstream teachers reduce effort in classroom, especially when providing tutoring to their own pupils
- Children are tired from day that is too long

➤ Maintains and increases social inequalities

- Financial costs for households

Further Readings (Bray, 2009; 2012)



2009;
Global
focus

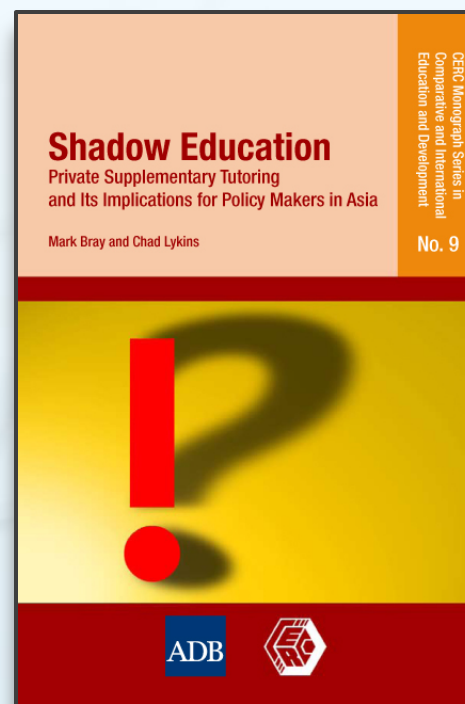
Multiple languages:

Already published:

Arabic, Armenian, Azeri, Bangla, English, French, Georgian, Hindi, Korean, Mongolian, Sinhala, Urdu

In the pipeline:

Chinese, Nepali, Polish, Portuguese, Russian, Spanish



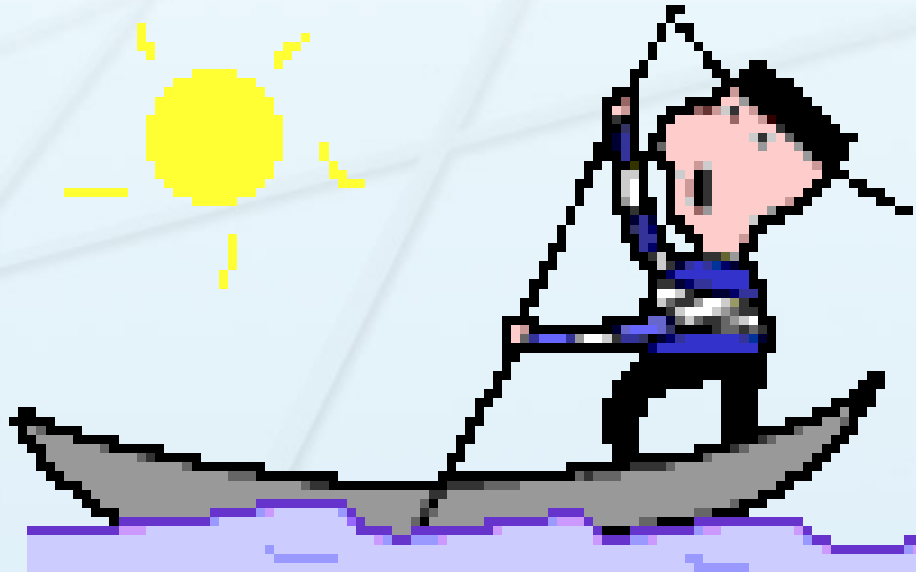
May 2012;
Asian focus

So far,
only
English

Teacher Professionalism & Teacher Autonomy

Teacher images? Huberman and Guskey (1995)

passive, inadequate, disempowered?



Learning as Development of Values

Facing different challenges, teachers learn by primarily focusing on how to perceive these challenges.

→ a moral endeavour of *doing the right things* that demand the sorting of internalized values.

**The changing realities of teachers' lives
demand a renewal in spirit**

**in a dynamic interplay
between the inner lives of
self-knowledge and
emotional presence
and the outer lives of work.**



Teachers' Inner Power

coming from...

self-understanding,

whereas collective understanding of
inner power will advance

self-empowerment as a profession.

Policy Implication (1)

Training for empowerment: empowerment for EFA

Through actualization of **teachers' voices** amidst internal / external dialogues, learning is empowered as *recognised* **struggles**.



Policy Implication (2)

A collective moral drive:

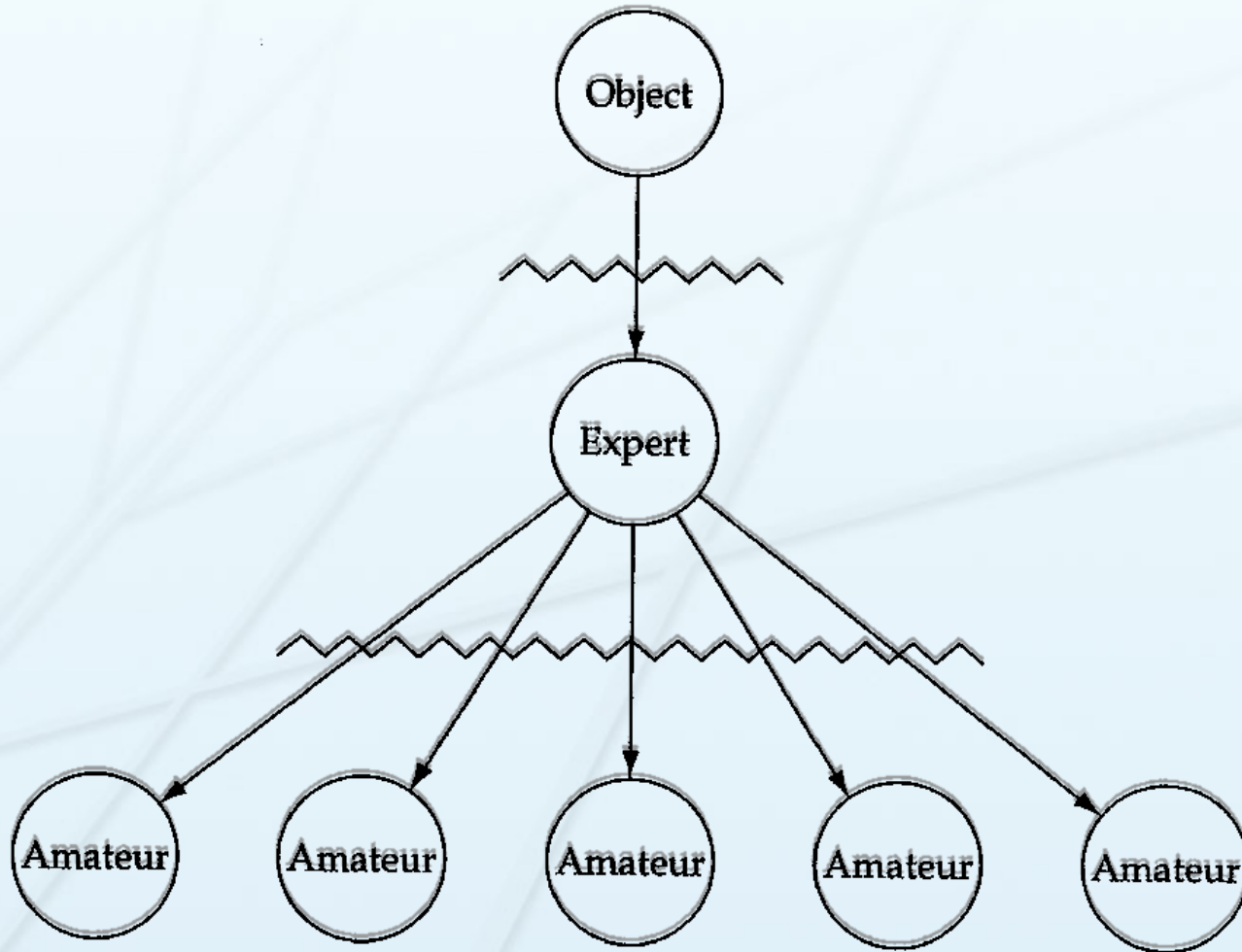
community inquiry

in *unity*

with respect of *diversity*

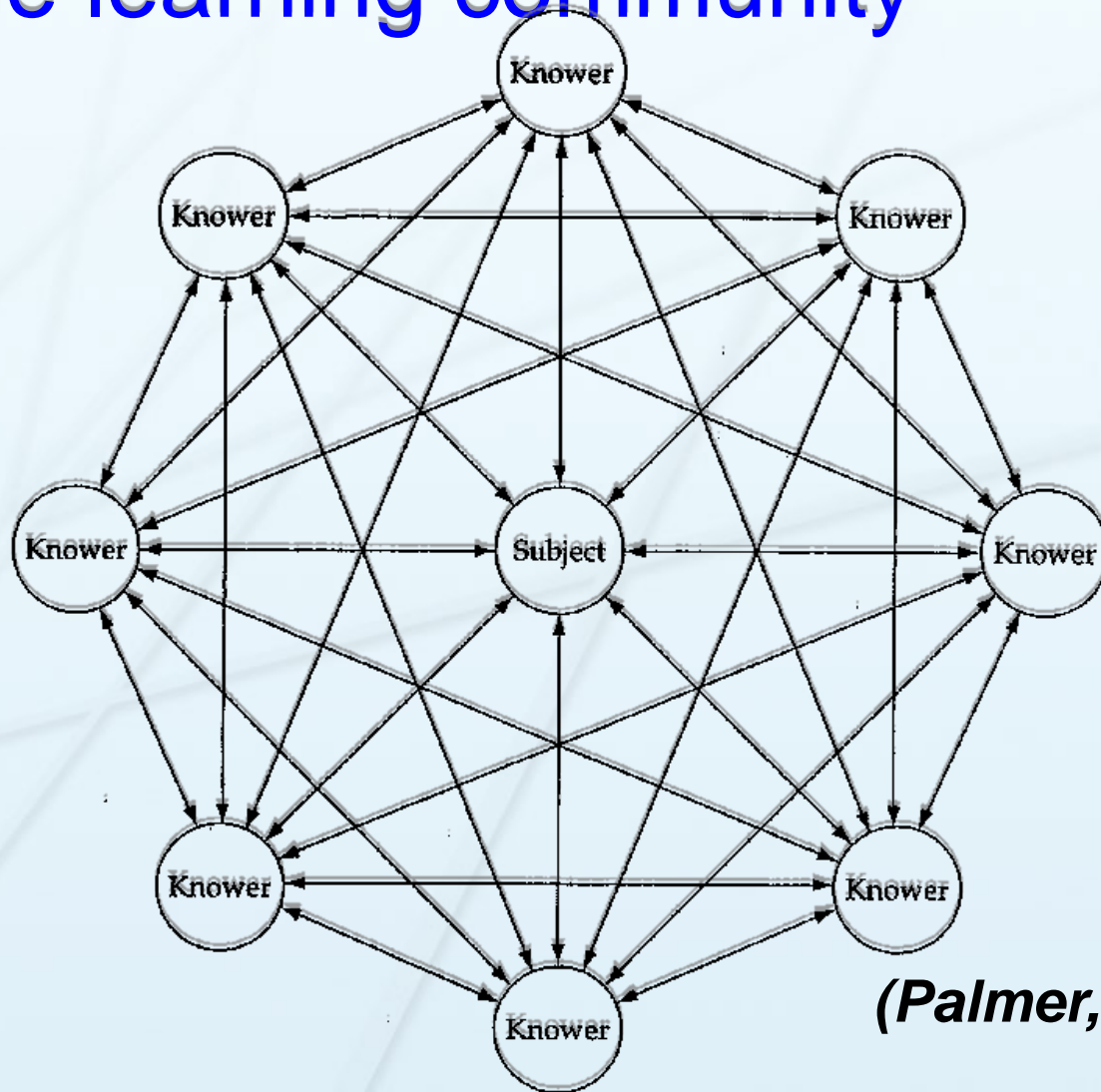


The objectivist myth of knowing



(Palmer, 1998, p.100)

Relationships in the learning community



(Palmer, 1998, p.102)

Policy Implication (3)

Learning to live together...

conflicts

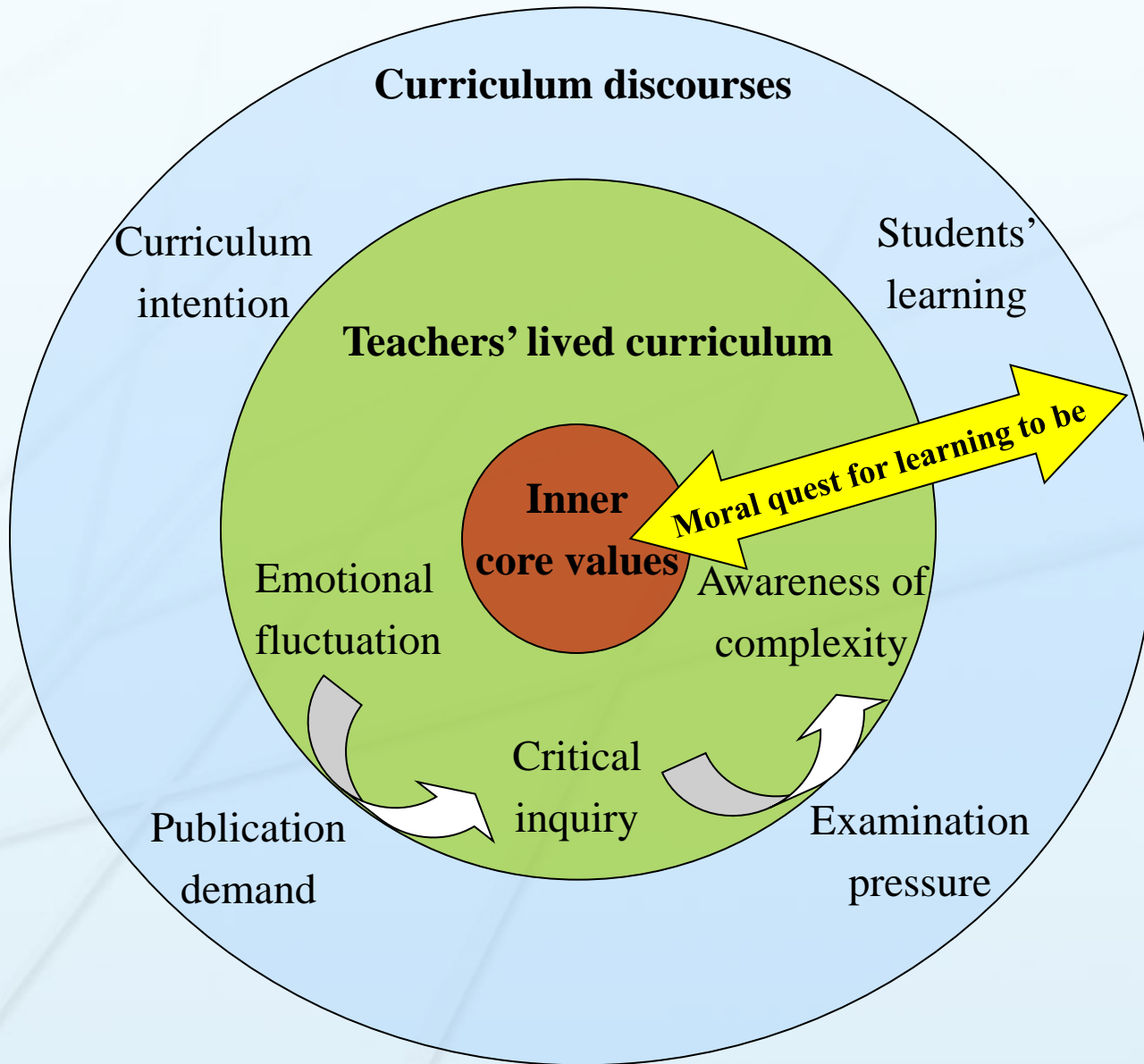
conflict-resolution



Policy Implication (4)

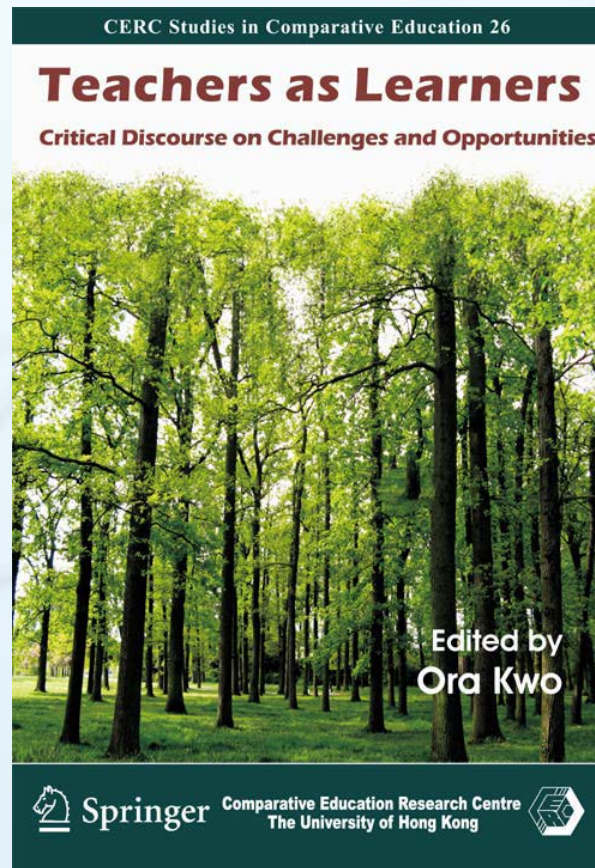
Learning to be...
as a sustainable process
of identity renewal





Conceptualization adapted from Kwo (2007, p 213)

Perspectives from Comparative Studies (Kwo 2010)



Leadership as a Moral Quest

(Kwo 2010)

*Learning to be is like a timeless goal
for moral development in humanity...
reinforced in the hearts
of the committed educators
whose persistent moral choices for
learning
demonstrate a form of living and
bring together the conscientious learners
across the cultures
and even the centuries.*

**Thank you -
let's pursue this timeless goal!**

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