Decentralization in the Teaching Profession

Empowerment and Leadership as a Collective Drive for EFA

Ora Kwo

The University of Hong Kong
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.”
Anecdote 2: Education for What?

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

The drive in schooling? Competition

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)
Lekhaporan
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)
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 Pratichi, 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)

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

So far, only English

May 2012; Asian focus

2009; Global focus
Teacher Professionalism & Teacher Autonomy

Teacher images? Huberman and Guskey (1995)

passive, inadequate, disempowered?
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.
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)
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)
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!

Comparative Education Research Centre
Faculty of Education
University of Hong Kong
wykwo@hku.hk