



MONASH University

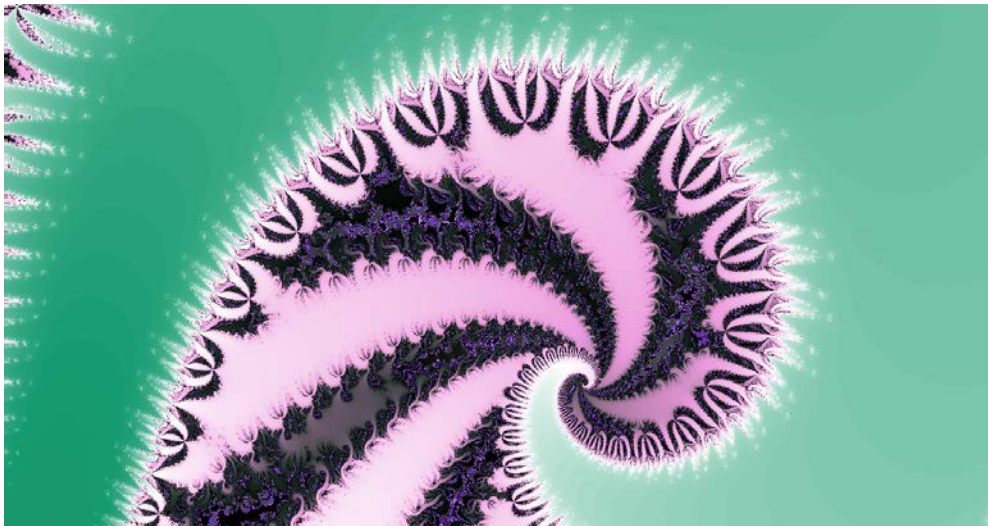
Education

Curriculum and professional development

Mike Askew

Cambridge Mathematics Launch

11 March 2015



Background questions

- Internationally there is ‘a high degree of coherence.’

Do international studies find this coherence or create it?

- Evidence based is ‘neutral’

Can research ever be neutral?

- What audience is the framework directed towards?

Curriculum



Intended

Curriculum



Intended



Enacted

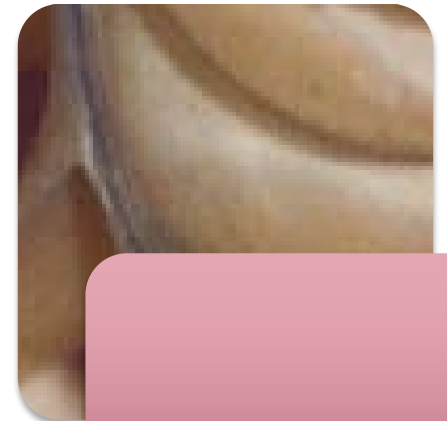
Curriculum



Intended



Enacted



Attained

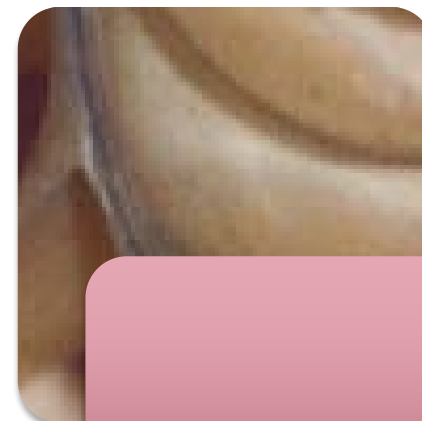
Curriculum



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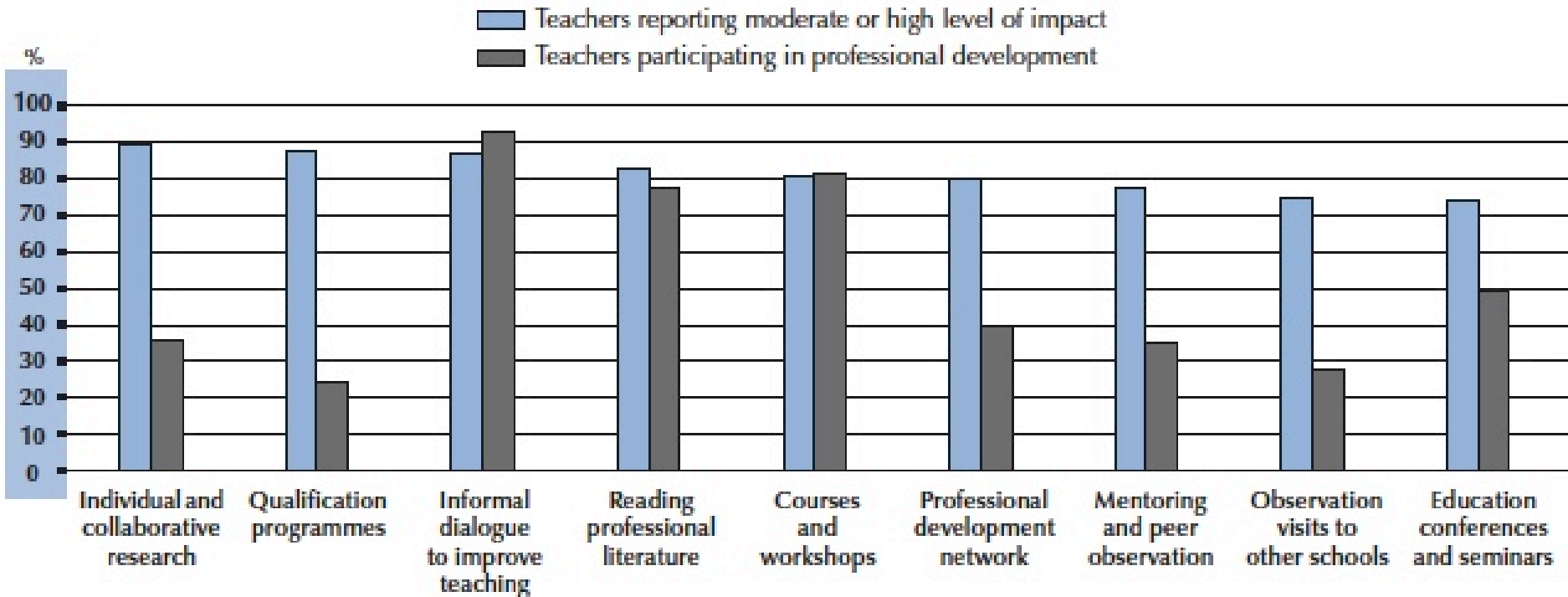
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OECD Teaching and Learning International Survey (TALIS)

Comparison of impact and participation by types of development activity



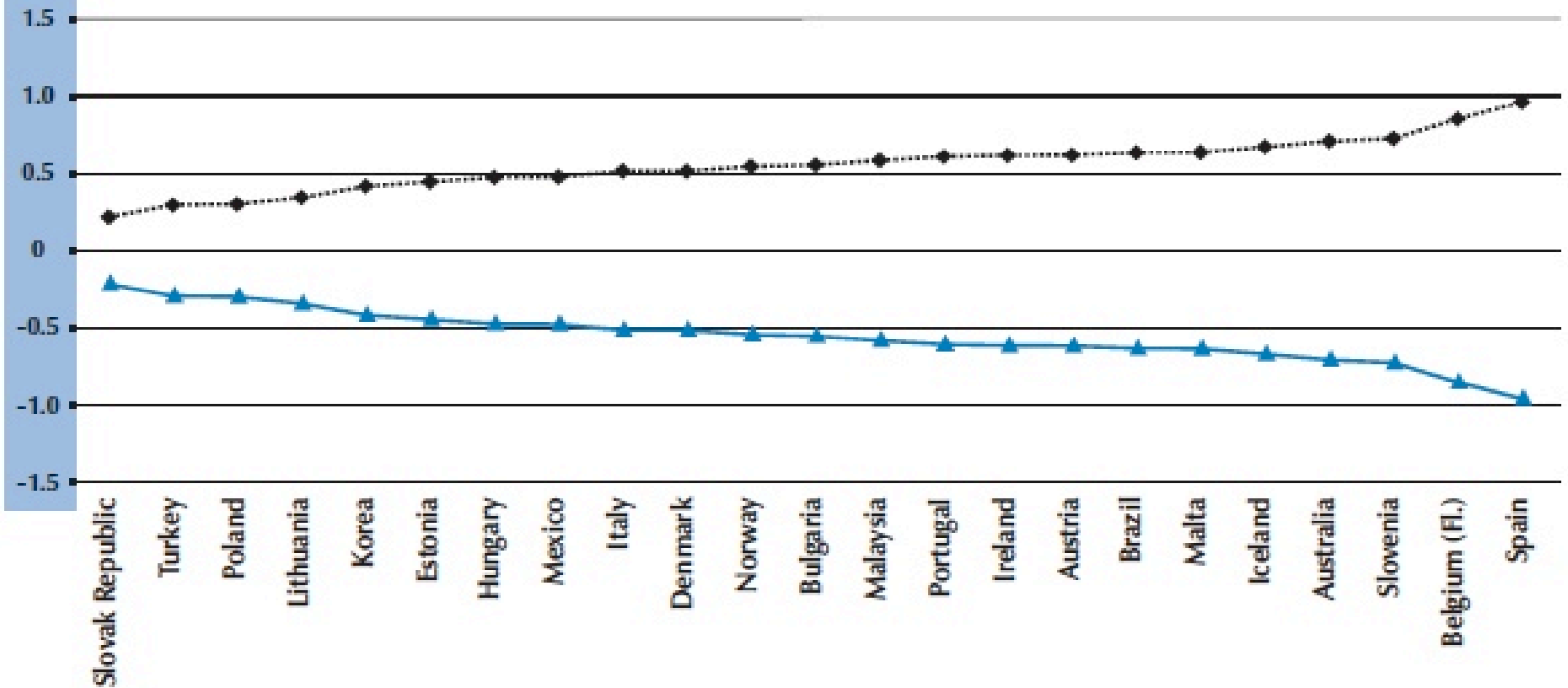
Activities are ranked in descending order of the percentage of teachers reporting a moderate or high impact of the professional development they took.

Source: OECD, TALIS Tables 3.2 and 3.8.

Country profiles for co-operation among staff (2007-08) *Country mean of ipsative scores*

◆ Exchange and co-ordination for teaching
▲ Professional collaboration

Ipsative means



Making learning studyable

- Actual practices
 - Co-observation
 - Lesson study
- Records of practice:
 - Students' work
 - Assessments
 - Videos

Alfred North Whitehead on learning

Precision

Generality

Romance



Questions

- Assessment shapes views of learning outcomes.

The framework seems to want to be assessment neutral.
Is that a good thing?

- What sort of professional development can have learning at its centre?
- How can we help teachers find the romance in mathematics?