

Seminar Series & Occasional Papers

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Why we need to stop talking about twenty-first century skills

By Bill Lucas

As the twenty-first century runs its course it is, argues Professor Lucas, increasingly unhelpful to talk of twenty-first century skills as if we either do not yet know what they are or somehow assume that they will remain the same for the next eight decades. The conversation, Lucas suggests, needs to shift away from a rallying cry towards the detailed pedagogical design work needed by teachers to embed dispositions for learning in every aspect of the formal and informal life of school, so that they will become habitual for all students, available to them for a lifetime of learning.

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Sustaining system-wide change: Investing in leadership and building leadership capacity

By Robyn Baker

To ensure a coherent and evidence-based approach for raising the status of the teaching profession in New Zealand, the Teaching Council of Aotearoa New Zealand has produced a Leadership Strategy – developed collaboratively with teachers, principals, Māori education leaders, academics, and representatives of the teaching profession and educational agencies. The author draws on the thinking of participants in the strategy development process and the evidence used. She argues that every professional role has a leadership component, and building leadership capacity and density at multiple levels of the system is essential, if we are to progress with system-wide change and the purposeful transformation needed to improve learning outcomes for all young people.

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Teacher appraisal processes: The case for drawing on teachers' professionalism

By Helen Hughes and Karen Starr

The authors draw on research undertaken in a number of independent schools in Victoria, Australia, to explore the nature and perceived effectiveness of teacher appraisal. They note that the extent to which teacher appraisal plays a meaningful and beneficial role in supporting professional learning is currently the responsibility of principals, as leaders of schools, but argue that education systems and school leaders need to work more collaboratively with teachers to determine the most suitable means by which ongoing professional learning and development can occur and be supported, to improve student learning outcomes and experience.

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