

E. Seminar on **Compulsory Schools**

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Participants

Main conclusions:

First round of workshop

- We should promote the professional capital view instead of the business capital view.
- Give teachers more time to collaborate and share ideas between each other, within schools and municipalities.
- Provide enough time to focus on improvement in some areas, for example literacy.
- Share success stories, the teachers themselves should use various means to promote themselves, for example blogs, Facebook, twitter and other social media to share success stories and talk up their own profession.
- Focus on learning and teaching in the professional development of teachers.

Second round of workshop.

- Teachers have to behave like professionals and talk about teaching as such.
- Importance of visions in education, we have to know what we want to get from the school system and how we want to go there. Build pathways and organizing.
- Managers vs. leadership. We need both but we have to focus more on leadership.
- The collaboration between teachers, headmasters, schools and municipalities.
Learning community
- Technology must support learning,
- The use of data to improve schools. A danger that data is used in a simple way
- Collective responsibility of all the teachers in schools of all pupils.
- **The respect for the work/role of children in society.** Teachers as advocates for children. The voices of children need to be heard – in the classrooms and outside. Children need to be empowered in society in general; teachers could have an important role there.

- Too much energy is for teacher on the battle for higher salaries. Holding teachers back. **Jobs are valued by how well they are paid.**
- We have to collaborate – at all levels. Collaboration and continuing education, key factors for change within each school.
- Importance of leaders in the school community (An Icelandic research shows that headmasters see themselves as supportive rather than leading in their role.) Good leaders need to support their teachers.
- One teacher - one class must be pushed out of the table. We are all responsible for the wellbeing and progress of our students. We call for more teamwork between teachers.
- Cooperation and reflection of staff. More time should be weekly allocated to formal cooperation and collaboration and reflection. Visit each other classes, learn from each other. Peer support, grow together.

Third round of group work

How should continuous learning for teachers and principals be structured and what kind of resources is needed to make real, necessary and permanent changes in our school system?

- It should be part of teachers' continuing education to do a course at university level every four years or so.
- A more efficient system of **collaboration between schools** (networking) within a certain area. Schools can learn a lot from each other. We need to actively support these initiatives. This is up to the schools themselves.
- A stronger relationship between teacher education and the schools.
- Good to be able to work and study simultaneously.
- More practical teacher training.
- A year of candidacy at the end of teacher training?
- We call for a structure for practicing teachers to do continuous education. Flexibility needs to be shown by schools for teachers to attend this.
- Teachers can work longer into the summer and use that time to educate themselves further, elaborate ideas and collaborate on projects.
- Continuing education should be built into the school work from day to day. We need to establish a culture for a learning community.
- Extra-curricular activities built into the school work can create a space for teachers for regular meetings where they meet for collaborative work and continuing education activities.
- An example from MS: Teamwork on action research. Regular meetings with someone from the university.

- (Idea for Iceland:) What if information would be communicated in a shared space on the internet about Professional development periods and schools could invite guests to their lectures and events?
- Strengthen professional leaders and give them flexibility to lead their group of teachers.
- More time for teachers for professional dialogue/communication, reflection.
- Few things at a time.
- Support new teachers better, train experienced teachers as mentors
- Better connections between formal initial teacher education and the real school world.
- Importance of a learning school community, not only pupils that are learning, also teachers and all the staff.