How can the teaching profession influence the future of education?
The GERM in Norwegian and Albertan translation

- Policy development based on quantitative measures – Big Data – Basic skills, STEM, Lingua Franca
- International tests and surveys – Norway takes part in them all
- National tests and surveys
- Research dominated by economists and social scientists
- Privatisation, commercialisation, digitalisation
- Accountability systems – bureaucratisation, micro-management
Key Issues in Alberta’s education sector - Any sound familiar?

• Inadequate and unpredictable funding of public education (brittle economy/growing demographic challenges)

• Vendor driven technology reform strategies (management of learning systems, marketization and commercialization)

• Decline in professional development: both funding and autonomy (i.e. loss of Alberta Initiative for School Improvement; collapse of mentorship programs)
Alberta, continued

• Continued ‘drive-by’ accountability (PISA envy; international benchmarking; achievement over integrity)

• Conflating high standards with standardization
  • https://wetheeducators.com/

• ‘Back to the basics’ curriculum reform framed as
• ‘21st century learning’ driving the learnification of public school education
Global societal developments

- Migration
- Urbanisation
- Increased social and economic differences
- Climate change – sustainable development
- Digitalisation of social life and world of work - robotisation
- Welfare state challenges – weaker security networks – faster pace of change
- Demographic changes – portion of children in population reduced – changed family structures
- Life long learning more important to keep jobs
- Decreased portion of employees – increased portion of self-employment
Our theory of change....
So, what can we do?

• Professionalisation through union initiatives
  – Strengthen the knowledge base
  – Mobilise the professional collective – nationally and internationally
  – Strengthen leadership capacity at student, teacher and school leader levels

• Secure equitable resources between schools
• Strategies to fight privatisation and commercialisation
• Build alliances with other public sector unions
How does NORCAN fit in the strategy?

- Goal: a great school for all - equity
- Improvement from within: action research model
- Link to research and researchers to facilitate and learn from the process – build research capacity
- Schools as part of local communities – involvement of students and their parents
- Student voice – essential in improvement work
- Holistic approach to education – a broad set of goals also set at local level
- Enhance leadership capacity through involvement of both school leaders, teachers and students
NORCAN II

• Cooperation through ecosystem
• Become aware of and learn from important relationships between subjects, subject and general pedagogy
• Multi-lateral accountabilities systems developed at local level – developing and producing Small data
• Enhance the union’s capacity as professional union – closer contact with members and everyday work in schools – not just system issues.
NORCAN III – Why international?

• Easier to analyse own system from the outside
• Easier to scrutinise protocols that are taken for granted
• Important to understand how the same challenges are played out in different systems
• International networks, cooperation and solidarity in the teaching profession necessary to stop the GERM-movement
Teacher Unions in Public Education

Politics, History, and the Future

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