

Moving from Teaching into Management

Contrasting Perspectives and Identities

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Context and Background

- Just suppose teaching and learning became the first priority.....

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- Discussion with Year 2 PGCE Yeovil College

Teaching: Three Perspectives

- Performance: *know your lines, remember the props, curtain-up, nerves, stage-fright, audience response, evaluation, critics*
- `Students are what make it all worthwhile`
- Independent, solitary or isolated; narrow focus

Management: some perspectives

- More autonomy in ordering the working day
- Fleeting and superficial contact with students
- Collaborative working and team-work
- Wider perspective and understanding of external and strategic forces

Discussion

- Do you have to be a practising teacher to have empathy with teachers?
- Is it possible to be, at the same time, an effective teacher and an effective manager?
- What light does this throw on issues surrounding lesson observation?
- SHOULD ALL MANAGERS TEACH?

Coffield's Conclusion

The arguments against the proposal are challenges to initiative, delegation and planning rather than genuine obstacles; or they are rationalisation and evasions that need to be treated as such. The pros are so compelling that, in my view, they win the day; the symbolic significance of a principal involved in T & L like all other staff is not to be underestimated. Can we have a 'learning organisation', the leader of which exempts himself or herself from the main form of learning taking place in the organisation? This re-ordering of priorities would, however, have to be understood and agreed by governors, the LSC and government.