

A New Political Economy of Teacher Development: England as Eccentric Outlier or Game- changing Forerunner?

Viv Ellis

15 April, 2021

The background features a central, bright yellow sunburst or starburst pattern that radiates outwards. This central element is surrounded by a dense field of smaller, scattered splatters and streaks in shades of red, pink, and black, creating a textured, energetic effect. The overall color palette is dark, with the bright yellow and red providing high contrast.

I would like to acknowledge the lands on which I speak today
and recognise that sovereignty was never ceded.

I would like to specifically acknowledge that the Wurundjeri and Boon
Wurrung people, communities of the Kulin Nation, are the ongoing custodians
of the lands on which Monash University now stands.

I and my colleagues pay our respects through our research, teaching and
learning to their Elders, past and present.

With teacher quality so tightly linked to social outcomes and economic measures, teacher education is once again the focus of intense political and policy activity around the world. In this webinar, Professor Ellis will draw on data from the Political Economy of Teacher Education (PETE) project that reveals a new and distinctive situation in England where the state is seeking to exert even tighter control over what is taught to pre-service teachers, how and where, through a number of unprecedented and potentially innovative means. The webinar will raise the question: is the situation in England just a feature of the highly idiosyncratic policy sphere in England or a forerunner - or omen, even - of new developments around the world where states seek to use teacher education as a key economic, social as well as education policy tools.

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PETE

The Political Economy of Teacher Education

Dr Sarah Steadman, KCL

Warwick Mansell, Education Uncovered

Professor Tom Are Trippestad, HVL

Professor David Spendlove, Manchester

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Recent peer-reviewed research articles can either be downloaded directly or via the journal home page. If you don't have institutional access to an article, please send me a message using the contact form and I will send you a copy. Please use the contact form to request other papers from before 2019.

Mansell, W. & Ellis, V. (2021) 'Teaching Quality, Social Mobility and 'Opportunity' in the Teaching and Leadership Innovation Fund', *European Journal of Teacher Education* DOI: <https://doi.org/10.1080/02619768.2021.1901078>

Steadman, S. & Mao, Q. (2020) 'Come to a screeching halt: Can change in teaching during the COVID-19 pandemic be seen as innovation?', *European Journal of Teacher Education* DOI:10.1080/02619768.2020.1821186

Mansell, W. & Steadman, S. (2020) 'A New Political Economy of Teacher Education: The Case of the Teaching and Leadership Innovation Fund', *Journal of Education Policy* DOI: 10.1080/02680939.2020.1717001

Spendlove, D. (2020) 'Mediating "School Direct": The Enactment of a Reform for Educators in England', *British Educational Research Journal* DOI: [10.1080/00131801.2020.1821186](https://doi.org/10.1080/00131801.2020.1821186) [berj.3607](https://doi.org/10.1080/00131801.2020.1821186)

... the interaction of political ideas and economic processes within the cultural context of education systems and the distribution of power and privilege within those systems. It differs from the networks approach of Ball (e.g. Ball & Junemann, 2012) by asking 'whether changing patterns of participation are matched by changing distributions of resources and capabilities' (Goodwin, 2009, p. 685). It also differs from Gunter's interrogation of the broader politics of education (e.g. Gunter, 2018) by engaging with the complexity of the education economy *as an economy* (Robertson & Dale, 2015).





a curriculum market. In an interview I conducted with him in 1989, he explained:

we have a bloody state system, I wish we hadn't got. I wish we'd taken a different route in 1870. We got the ruddy state involved. I don't want it. I don't think we know how to do it. I certainly don't think secretaries of state know anything about it . . . and we tyrannise children to do that which they don't want to do.²²

Later in the interview, Sir Keith made an argument against compulsory education.

Ball, 2012



Teacher professional development and the shadow state I (1997 – 2010)

The National Strategies (1999 – 2010), initiated by Tony Blair's first government

£3.8 billion in funding

Highly distributed PD through mediating shadow state structures (e.g. Capita) with over 2000 advisers employed in local areas

Providers selected through competitive tendering

Robust models of public sector procurement





The Teaching and Leadership Innovation Fund (2017)

CPD for teachers in designated 'Opportunity Areas' (incl. high levels of child poverty)

Education Secretary Justine Greening described teachers as 'the experts driving social mobility' (Greening, 2017)

Teaching quality increases social mobility

Framed as a crisis of social mobility requiring radical, urgent action

68 tenders (applications for funding), including 15 universities and 2 local authorities/school districts



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Organisation	Funding awarded	Response to request to participate
Institute for Teaching	£6.4 million	Declined
Teach First	£3.9 million	Nothing received
Institute of Physics	£2.7 million	Accepted
Ruth Miskin Training	£1.6 million	Declined
STEM Learning	£1.4 million	No response
The Teacher Development Trust	£1.3 million	Declined
Tom Bennett Training	£952,000	No response
EdisonLearning UK	£950,000	Accepted

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Type of enterprise	TLIF organisation
Entrepreneurs	Ruth Miskin Training; Tom Bennett Training (TBT); EdisonLearning UK
Scholarly enterprises	Institute of Physics (IoP); STEM Learning
Enterprising charities	Institute for Teaching (IfT); Teach First; Teacher Development Trust (TDT)

□

Autonomous shadow state structures	Intermediate shadow state structures	Co-created shadow state structures
Institute of Physics (IoP) <i>(scholarly enterprise)</i>	Ruth Miskin Training <i>(entrepreneur)</i>	Institute for Teaching (IfT) <i>(enterprising charity)</i>
STEM Learning <i>(scholarly enterprise)</i>	Teach First <i>(enterprising charity)</i>	Teacher Development Trust (TDT) <i>(enterprising charity)</i>
EdisonLearning UK <i>(entrepreneur)</i>		Tom Bennett Training (TBT) <i>(entrepreneur)</i>

A new political economy of teacher development

A qualitative shift in the mechanisms and ethos of educational privatisation – a ‘process of substitution’ (Ball, 2010)

Structural reconfiguration of governance – less open, less deliberative

Driven by an historical fault-line in conservatism (‘free market/strong state’, Hall, 2011)

Interdependent relations of power and privilege (‘cronyism’?)

Experimental – fragmented and fragile

Against a background of significant school reform



England - Eccentric Outlier or Game-changing Forerunner?



Waste, Negligence and Cronyism: Inside Britain's Pandemic Spending

In the desperate scramble for protective gear and other equipment,
politically connected companies reaped billions.

By Jane Bradley, Selam Gebrekidan and Allison McCann Dec. 17, 2020



Thank you for the invitation and
for listening!

