

Editorial Measuring

What's Valuable or Valuing What's Measurable?

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For author biography see the end of the editorial.

Success in education is increasingly conveyed and understood numerically. Here in England, Progress 8 measures the value added between Key Stage 2 and Key Stage 4, and teachers' annual appraisals involve analysis of pupil performance in standardised assessments. We instinctively relay educational achievements in our own personal and professional lives in terms of quantifiable measures: the grading from an institutional inspection; the number of students who pass a certain threshold; the mark awarded to a piece of coursework. Such 'learning metrics' are so embedded in how we understand educational success that we have become immune to the absurdities they enact: the provision of Free School Meals has recently been justified using evidence that shows that such meals improve outcomes in literacy and numeracy, rather than simply that they feed children who are hungry.

Assessment is potentially a constructive and powerful tool, but we must first carefully consider its function and purpose. Well-chosen indicators from national, and even international, surveys can be compelling drivers for change. However, we must learn to anticipate the unintended consequences of deploying particular measures: the laser-sharp focus on outcomes in numeracy and literacy that seek to 'level the playing field' has led to the narrowing of curricula, particularly in schools 'catching up' in the core areas. Attempts to make educational phenomena and processes explicit can easily become overdetermined by metrics that become perverse ends in themselves. Indeed, Hannah Arendt called upon educators not to predict the needs of the future and so inhibit what cannot be foreseen. From this alternative view, 'not looking' for learning becomes a strength. Educators should instead prepare their students 'in advance for the task of renewing a common world' (1977: 177): 'Our hope always hangs on the new which every generation brings; but precisely because we can base our hope only on this, we destroy everything if we so try to control the new that we, the old, can dictate how it will look' (Arendt, 1977: 192).

Our preoccupation with easily-measured short-term outcomes, rather than longerterm changes in behaviour, values, attitudes and practices presents a threat to education in general and, arguably, to Education for Sustainable Development and Global Citizenship (ESD/GC), in particular. There are outcomes from education, such as values and attitudes that are less straightforward to understand and describe than exam results and league table positions. Attempts to separate the outcomes from the processes of education can be unhelpful, reminding us that the educational journey is as important as the destination. Indeed, 'measurable outcomes may be the least significant results of learning' (McNeil, 1986: xviii).

This Special Issue, 'Measuring What's Valuable or Valuing What's Measurable?' investigates how much we really value, as educators, that which we can easily measure. Drawing upon the particular context of ESD/GC in teacher education, it explores the role of values in teacher education and the ways in which these too can be monitored and evaluated.

International efforts to improve education have recently moved beyond 'valuesneutral' goals such as universal 'access to education'. The 2015 World Education Forum concluded that 'quality education' is characterised by 'the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges' (UNESCO, 2015). The

subsequent Sustainable Development Goals (SDGs) clearly demand collaboration among educators internationally to better understand how education as a public good can more effectively nurture peace, tolerance, sustainable livelihoods and human fulfilment for all. Of particular concern to this Special Issue, SDG 4.7 and the associated indicators of success (UNESCO, 2016: 287) seek to mainstream ESD/GC renewing attention on the role of teacher education.

Some object to the idea that the educator's role is to mould certain kinds of people according to the values and attitudes of the educator. Nevertheless, education in general, and ESD/GC in particular, is deeply value-laden and, whether consciously or unconsciously, values underpin practice. While educators may wish to avoid being accused of dogmatism or bias, 'the sobering reality is that all teachers are indoctrinators for a doctrine' is a 'teaching' and to 'indoctrinate' is to lead others into that 'teaching' (Pike, 2011: 184). It is therefore particularly important for teachers to acknowledge the values that inform their teaching.

A recent call for developing a research-based approach to teacher education for ESD/GC highlighted how little is known about teachers' values within ESD/GC (Scheunpflug, 2011). This is particularly surprising since teachers' having 'the value base to be able to interpret the impact of the global society on the learner' (Bourn, 2015) has been identified as an established strength of global education practice. Given that values and attitudes play a significant role in translating aspirations into practice, they must become a focus for research and evaluation in this field.

This Special Issue makes an important contribution in this respect. It is also particularly timely as the 2018 Programme for International Student Assessment (PISA) will include measurement of global competence: an assessment of 15 year olds' awareness of the interconnected global world we live and work in and their ability to deal effectively with the resulting demands. PISA assesses students in formal education of a particular age and its findings are further qualified by the usual concerns about international testing methodologies. The introduction of an international measure in 'global competence' may seduce ESD/GC advocates who wish to raise the profile of the field. Once established, attention and resources worldwide will be directed towards improving performance in such measures. Nevertheless, the complexity of approaches to global issues and the associated values required of young people ensure such global metrics over-simplify. We must therefore pursue alternative methods of evaluation and indicators of success. A particular challenge is to develop evaluations of ESD/GC interventions that are consistent with the values of ESD/GC itself. For instance, the monitoring process should involve multiple stakeholder participation. This is an area where 'there is only recent and limited experience of assessing progress through ESD indicators' (Tilbury, 2007: 253).

This Special Issue comprises papers presented at the ninth annual Teacher Education for Equity and Sustainability Network (TEESNet) conference at Liverpool Hope University in 2016. TEESNet, hosted by Liverpool World Centre in collaboration with Liverpool Hope University, aims to share research and practice to develop new understanding of ESD/GC within teacher education across the sector in the UK and beyond. The conference, titled 'Measuring What's Valuable or Valuing What's Measurable?', explored opportunities and challenges in monitoring and evaluating education that support people in leading fulfilling lives in a fast-changing, globalised world. It built upon the successful 2015 conference (see Bamber and Bullivant, 2016) which included a plenary discussion of DEEEP's report on 'Monitoring Education for Global Citizenship' (Fricke and Gathercole, 2015) and provided a forum to debate the introduction of PISA's assessment of global competency. In considering how we can measure what is of value, the 2016 TEESNet conference also provided an opportunity to explore the values and beliefs underpinning education policy and practice for ESD/GCED at the local, national, regional and international levels.

TEESNet promotes a cross-sector community of practice, and we were delighted that delegates at the 2016 conference included teacher educators in universities and schools, educators in NGOs, researchers, policy makers, classroom practitioners and those engaged in informal educational settings. The desire for TEESnet to connect research, policy and practice was reflected in the keynote presentations and workshops. Professor Annette Scheunpflug from the University of Bamberg in Germany explored perspectives from theory and research. She argued that our starting point must be to interrogate the function and purpose of measuring 'competencies'. Arguing that global learning is fundamentally concerned with nurturing values, she called for closer attention to the less immediate outcomes of education.

Michael Stevenson, Senior Advisor for PISA at the Organisation for Economic Co-operation and Development (OECD) shared progress in developing the new approach to assessing young people's understanding of global issues and attitudes towards cultural diversity, to be included in the 2018 PISA. This was followed by a lively question and answer session about the complexity of constructing this new international measure of 'global competence'. Stevenson acknowledged that the trial sample questions did misleadingly foreground notions of 'inter-cultural competence'. It will be interesting to see whether this indicator of 'Global Competence' will retain this title when the survey is finalised in the coming months.

These keynote presentations were complemented by workshops carefully selected to provide opportunities to relate the discussion of research and policy to practice. Alia Al Zougbi from the Humanities Education Centre, Tower Hamlets, London provided an overview of alternative methodologies for tracking change using data from teachers and their pupils across the UK and Europe. Alia drew upon her experience of devising and delivering the 'How Do We Know It's Working?' toolkit (RISC, 2016), which provides practical classroom tools for measuring attitudinal change. Vikki Pendry from the Curriculum Foundation led an interactive workshop for those interested in curriculum design and reform. This explored the characteristics of a quality curriculum based on effective, creative learning that is fit for the 21st Century.

This Special Issue includes articles from the paper sessions that also took place at the conference. Zoi Nikiforidou et al. examine value formation early in life as the foundation for a healthier, more equitable and sustainable world. Drawing upon evidence from cross-cultural ESD projects in Kenya and England, they review the Environmental Rating Scale for ERS-SDECas a research / self-assessment tool for practitioners. The authors, all members of the World Organisation for Early Childhood (OMEPE), highlight ways in which the scale provides a shared language for rating and celebrating ESD work in early childhood settings. The example of contrasting value placed upon elephant conservation in Kenya and England justifies concerns about Western-centric metrics being adopted on an international scale. While highlighting the strength of assessment tools to provide a shared language for discussion, they conclude with a note of caution regarding their use within a culture of managerialism. The formative potential of assessment tools to guide discussion is reiterated by Angela Daly from Liverpool John Moores University and Julie Brown from the NGO, Practical Action. Their paper reports upon monitoring and evaluation in a three-year EU-funded project, 'Technology Challenging Poverty', on global learning in Science, Technology, Engineering and Mathematics curriculum. Working with partners from across the UK, Cyprus, Italy and Poland they identify the importance of 'spaces for learning', both planned and serendipitous, within monitoring and evaluation processes. In the context of an NGO sector experiencing significant pressure to demonstrate effectiveness, efficiency and impact within time-bound activity, they highlight the importance of capturing unexpected outcomes and argue for a more central role for participatory learning spaces throughout such a project. This may incorporate, for example, mixed evaluation

methods, participatory action research and public engagement. Such an approach may indeed serve to cultivate a more meaningful relationship between monitoring and evaluation, research, policy and practice.

Alison Huntley and Adam Ranson from Leeds Development Education Centre report on an EU-funded project, 'World Class Teaching', which included partners from the UK, Poland, Austria and Slovakia. Their paper is based upon a critical practitioner enquiry that developed critical reflection tools for students and teachers to explore their values and attitudes. They reiterate the importance of questioning what we wish to achieve when teaching ESD/GC. Challenging a reluctance among educators to influence attitudes and values, they call for further professional development for practitioners to better understand the attitudes and emotions that must underpin ESD/GC.

For Katie Carr, Cumbria Development Education Centre, and Leander Bindewald, University of Cumbria, reflection and thinking that is 'critical' must focus on understanding power relations, domination and resistance. Drawing upon a diverse range of sources, including the novella 'The Little Prince', they introduce critical discourse analysis as a methodology to challenge our preoccupation with quantitative measures within education. They argue that critical thinking and dialogic learning must underpin ESD/GC research and practice in order to resist and subvert the dominant discourse. Pedagogies such as Philosophy for Children (see book review in this Special Issue) and Open Spaces for Dialogue and Enquiry present opportunities for practitioners to realise these goals.

The papers from Stephen Scoffham, Canterbury Christ Church University, and Alison Clark, independent consultant, focus on the role of value formation among teachers and teacher educators. Clark highlights the complexity of the process whereby particular values are explored and lived out in educational settings. Her case study of a school whose ethos is underpinned by the five core values of respect, co-operation, compassion, honorable purpose and stewardship illustrates the importance of 'acting out' these values in the governance, systems and relationships of school life. While asserting that the curriculum must move from the cognitive to the affective, she concludes that educators need the time and space to reflect upon and identify the values that are meaningful to them.

This is the starting point for Stephen Scoffham's work, which investigates how teacher educators in a university setting foreground values and deeply held principles in their everyday work. Through a participatory process, the five themes of community, respect, knowledge, evidence and innovation emerged as being particularly useful and relevant to different aspects of teacher education in that university, including work in ESD/GC. Scoffham echoes Clark in concluding that values provide an essential moral compass for ESD/GC that must be continually re-assessed and re-affirmed.

BIOGRAPHY Philip Bamber is Associate Professor in the Department of Education Studies at Liverpool Hope University. Phil, a former Secondary Mathematics teacher and volunteer with VSO in Papua New Guinea, is Associate-Director of TEESNet, the UK Network for Teacher Education for Equity and Sustainability. His research is concerned with transformative pedagogy, (global) citizenship and values education. He has been awarded the International Association of University Presidents International Education Faculty Achievement Award for leadership in research and teaching in global citizenship.