

Hello,

My name is Pedro De Bruyckere,

# URBAN MYTHS

ABOUT

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FOREWORD BY  
DANIEL T. WILLINGHAM

# THE INGREDIENTS FOR GREAT TEACHING

PEDRO DE  
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# THE PSYCHOLOGY OF GREAT TEACHING

(ALMOST)

EVERYTHING TEACHERS OUGHT TO KNOW



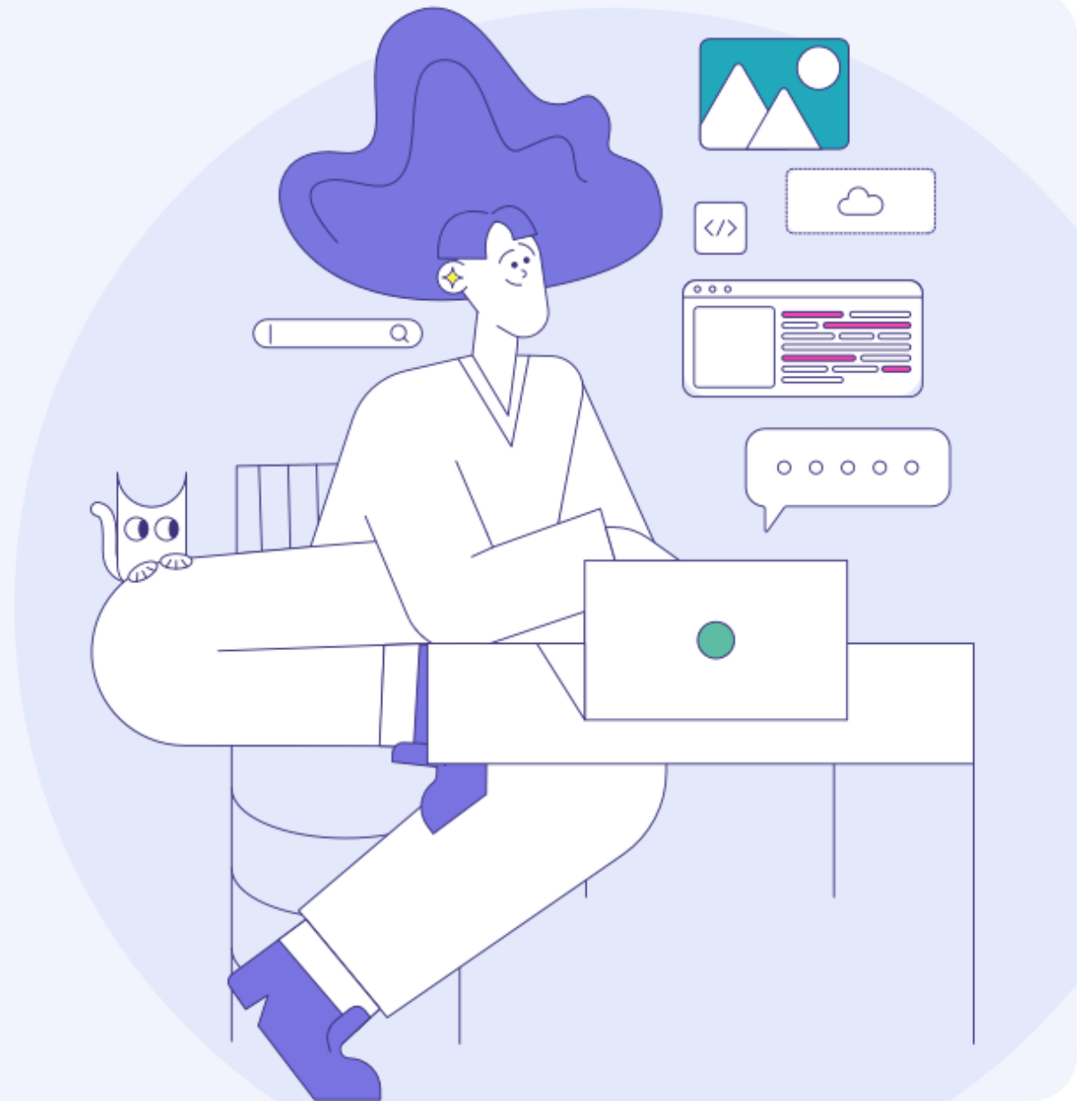
PEDRO DE BRUYCKERE  
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CORWIN

Current position 1:

The Flemish little brother of the E.E.F.:

 **Leerpunt**



Current position 2:



**Universiteit  
Utrecht**

Freedom  
Requires  
Responsibility

An important kind of freedom

2 types of freedom

Responsibility?

What's data got to do with it?

An **important** kind of freedom

2 types of freedom

Responsibility?

What's data got to do with it?

Two kinds of freedom are especially important to me:

Academic freedom

Pedagogical freedom

Both are **essentiel** and **not absolute**

Pedagogical freedom -> on what level?

Individual teachers,  
Teacher teams,  
School leadership,  
School boards,  
The wider system,

...

Autonomy -> autonomy trade-off?

Oolbekkink-Marchand, H. W., Hadar, L. L., Smith, K., Helleve, I., & Ulvik, M. (2017). Teachers' perceived professional space and their agency. *Teaching and Teacher Education, 62*, 37–46.

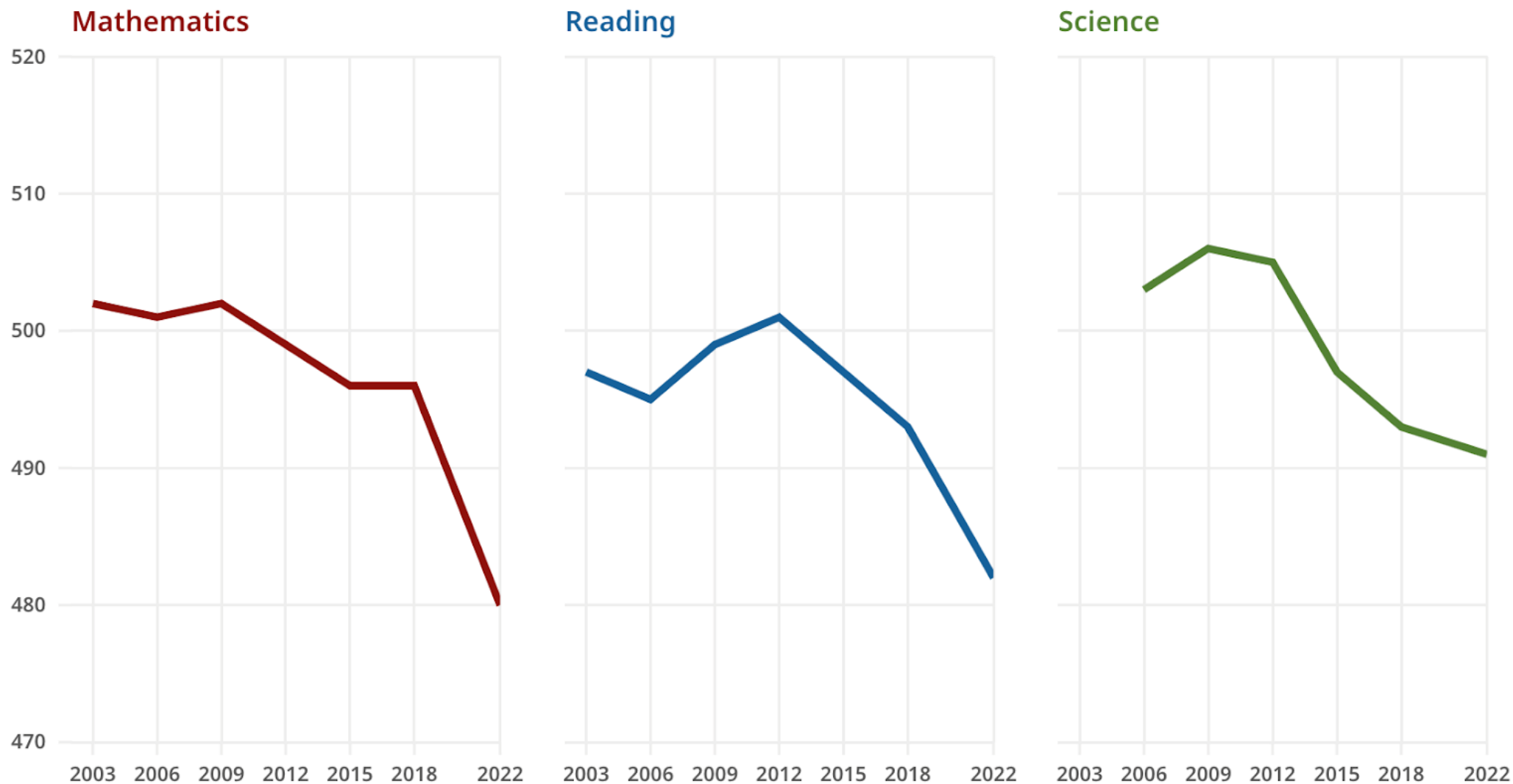
Both **under pressure?**

When there is **crisis** -> more need for **accountability**

When there is **crisis** -> more need for **control**

# Trends in mathematics, reading and science performance

PISA test scores, OECD average



Source: OECD (2023), PISA 2022 Results (Volume I): The State of Learning and Equity in Education.

Externally, but also internally?

E.g. Hypercorrection

Important **trends** in **TALIS 2024**:

# 1. Administrative workload

weighs heavily on teachers worldwide...

...despite **limited** actual **time** spent on it.

2. Teachers enjoy **autonomy** in their classrooms...

...but feel excluded from broader **decision**-making.

Danger ->

this may hurt **collective** teacher/team **efficacy**

3. A significant share of teachers experience  
reform fatigue...

...due to constant **change without sufficient support.**

Giving feedback  
without **feed up** or **feed forward**?

An important kind of freedom

2 types of **freedom**

Responsibility?

What's data got to do with it?

Positive and negative freedom  
(see also Isaiah Berlin, 1957)

Negative freedom

= freedom from interference or coercion.

Determining how **you** teach a learning objective

Negative freedom  
=> very fragile  
=> needs protection

**Positive** freedom  
= Freedom to act from  
competence, judgment and conviction.

Can also be **misused...**

It can become:  
Freedom as **self-justification**  
instead of professional judgment.

An important kind of freedom

2 types of freedom

**Responsibility?**

What's data got to do with it?

Difference from **freedom of speech**?  
(everyone has this +/- as an individual)

Both pedagogical and academic freedom are forms of **specific professional** freedom.

Pedagogical freedom?

Pedagogical freedom is **not**  
the freedom to act arbitrarily.

Pedagogical freedom is **not**  
the freedom to do what you want.

Pedagogical freedom is the freedom  
to exercise **professional judgment**  
within a framework of:  
- disciplinary knowledge  
- ethics  
- accountability

For teachers:

Teaching practice is deliberate and aligned with learning goals and with the learners.

For teachers:

A teacher can justify their choices  
with knowledge of  
the subject, the curriculum and research.

An important kind of freedom

2 types of freedom

Responsibility?

What's **data** got to do with it?

Yes, data is regarded as the new gold.

But too often educational professionals are working  
as **miners** in a gold mine...

What is the first step in **data literacy**?

Learning to *ask the right questions.*

What **problem** am I trying to understand?

What information do I actually **need**?

An important kind of freedom

2 types of freedom

Responsibility?

What's data got to do with it?

How to **safeguard**?

Sharpening professionalism

Of **everyone** involved!

Recognising and accepting **boundaries**,

Transparency and responsibility,

Safeguarding is a **shared** effort  
at the level of policy, institutions and individuals.

Altbach, P. G. (2001). Academic freedom: International realities and challenges. *Higher Education*, 41(1–2), 205–219.

A **final** thought to close with  
(freely adapted from Berlin and Biesta)

Freedom without  
shared agreements becomes arbitrariness,  
agreements without freedom become bureaucracy.

Freedom without  
shared agreements becomes **arbitrariness**,  
agreements without freedom become bureaucracy.

Freedom without  
shared agreements becomes arbitrariness,  
agreements without freedom become **bureaucracy**.

Thank you!

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