

# Why Should We Address the Quality of Teachers?

“Regardless of the research basis, it is clear that effective teachers have a profound influence on student achievement and ineffective teachers do not. In fact, ineffective teachers might actually impede the learning of their students” (Marzano, 2003, p. 75).

“Teachers matter to student achievement more than any other aspect of schooling” (The Rand Corporation, n.d., p. 1).

“The quality of an education system cannot exceed the quality of its teachers. The only way to improve outcomes is to improve teaching. High performance requires every child to succeed” (Barber & Mourshed, 2007, p. 4).

“Nationally and internationally, there is unequivocal evidence that the quality of teaching is the most significant in-school factor affecting student outcomes” (Australian Institute for Teaching and School Leadership, 2012, p. 2).

“The front-end task is to hire teachers who have at least four core qualities: (1) high moral commitment relative to the learning of *all students* regardless of background, (2) strong instructional practice, (3) desire to work collaboratively, and (4) commitment to continuous learning” (Fullan, 2014, p. 74).

“The need to hire and support well-prepared teachers is clear. But to sustain the growth of those teachers over time, they should be inducted into a genuine learning organization. In such an organization, the expectation is that *all* members of the school’s community share responsibility for each other’s continued growth and success, as well as for the success of all students in the school” (Carroll, 2007, p. 8).

“There is a constant clamour to emphasize the teacher is the key, with claims that the system is only as good as the teacher and that teacher standards must be raised. In many ways this is correct, except that teachers cannot do it on their own: they need support, they need to collaborate with others in and across schools, they need to develop expertise, and they need excellent school leaders” (Hattie, 2015a, p. 29).

“The most abused educational research finding these days is this: ‘the quality of the teacher is the single most important determinant in the learning of the student.’ Therefore, reward the best teachers and get rid of the bottom performers. But the highest performing countries realize the main point is not the effect of the individual teacher, for better or for worse, here and there that counts, but rather how you maximize the cumulative effect of many, many teachers over time for each and every student. Students do very well because they have a *series* of good teachers—not by chance but by design” (Hargreaves & Fullan, 2012, p. 16).

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