

Developing Effective Teachers and Leaders Around the World



Achieving Gains by Focusing on Educator Effectiveness

High-Scoring Jurisdictions on PISA and TIMSS

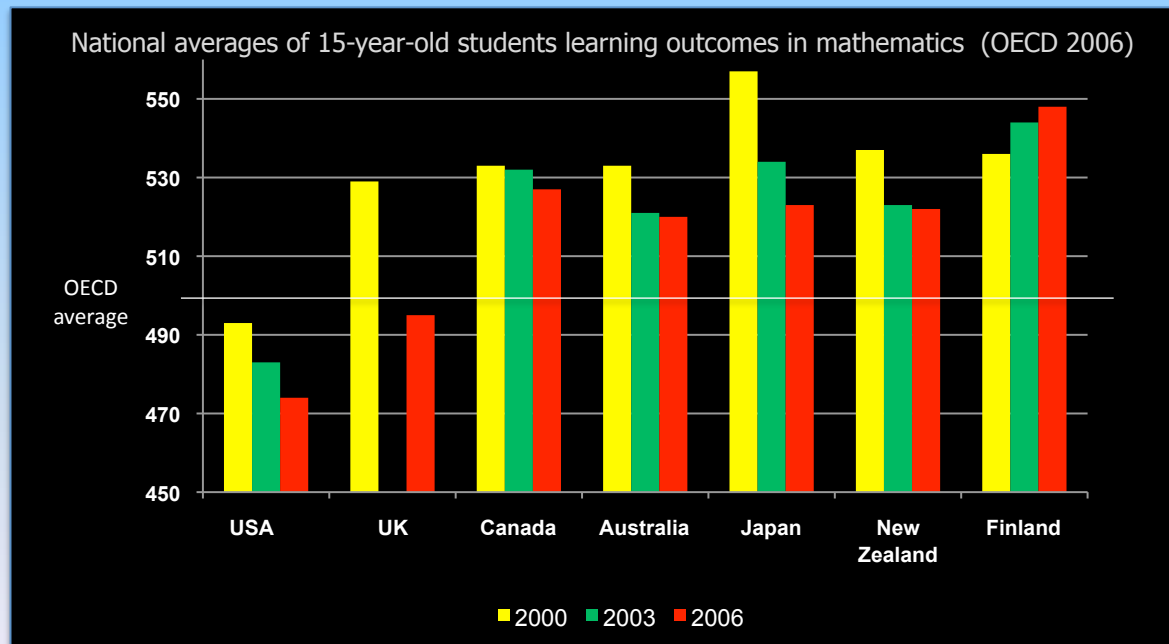
- Finland (about the size of Colorado)
- Singapore (about the size of Kentucky)
- Ontario, Canada (about the size of New York)



Accountability in Finland

Reciprocal Responsibility

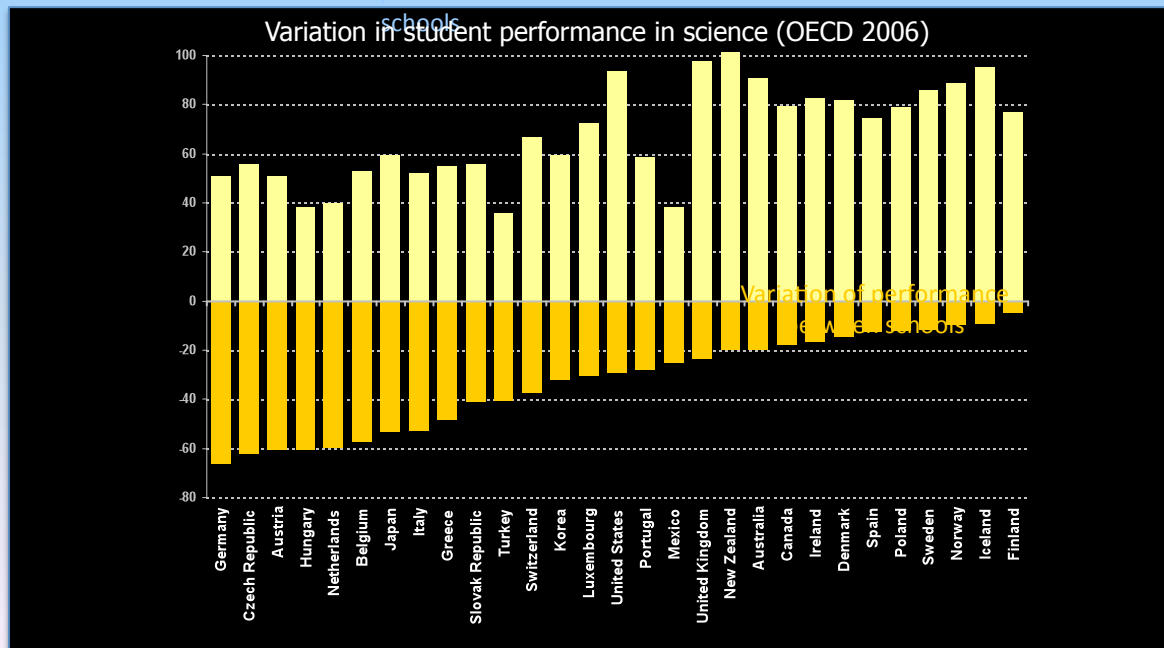
- High degree of trust
- Intelligent accountability (sample-based low stake tests, internal and external evaluation)



Accountability in Finland

Equity of outcomes is as important as quality

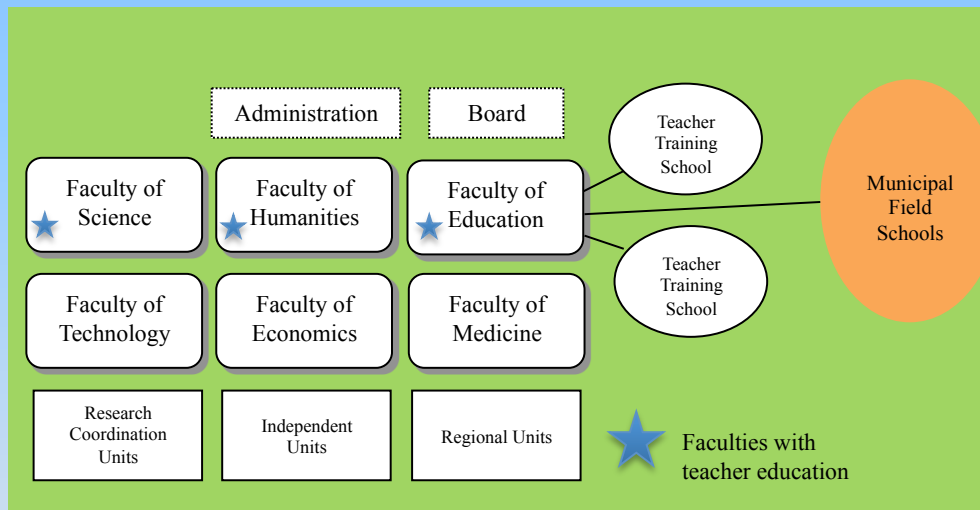
- Finland is the world leader in system-wide equity
- Special education is important
- Educational opportunities are equal



Educating teachers in Finland

The organization and content of research-based teacher education in Finland

University of Oulu



University of Helsinki

Master's degree curriculum	ECTS credit
Basic Studies in Education	25
Language and Communication Studies	25
Intermediate Studies in Education	35
Multidisciplinary School Subject Studies	60
Minor Subject Studies	60
Advanced Studies in Education	80
Elective Studies	15
TOTAL ECTS CREDITS	300

Includes 28 credits of teaching practice

Professional development

Responsibility of both employers and teachers

From training days to professional development processes

Every school is a Professional Learning Community

➔ curriculum development

➔ assessing students

➔ school improvement

Focus on Individual and
Collective effectiveness





Singapore Teaching Service



SINGAPORE EXAMINATIONS AND ASSESSMENT BOARD

Singapore Teachers

“Our teachers are simply the most important asset we have. Their commitment to excellence, their caring eye and the passion they put into nurturing their students are what allow us to provide the best possible education to every young Singaporean.”

Minister for Education,
Mr Tharman Shammugaratnam, 2007

Teacher Recruitment and Preparation

- **Recruitment Process**
 - Top one-third of cohort
 - Have the aptitude and attitude suited for teaching
- **Teacher Education**
 - Undergraduate (1/3) or Graduate (2/3)
 - Fully sponsored by Minister of Education
 - Trainees receive a salary while undergoing training

Professional Development

- **Support for Beginning Teachers**
 - Reduced Workload
 - Mentoring by senior teachers
 - Participate in professional learning communities at school and cluster
- **On-going Professional Development**
 - Job embedded collaboration time (15+ hours / week)
 - Time off to attend external training
 - Average 100 hours per year



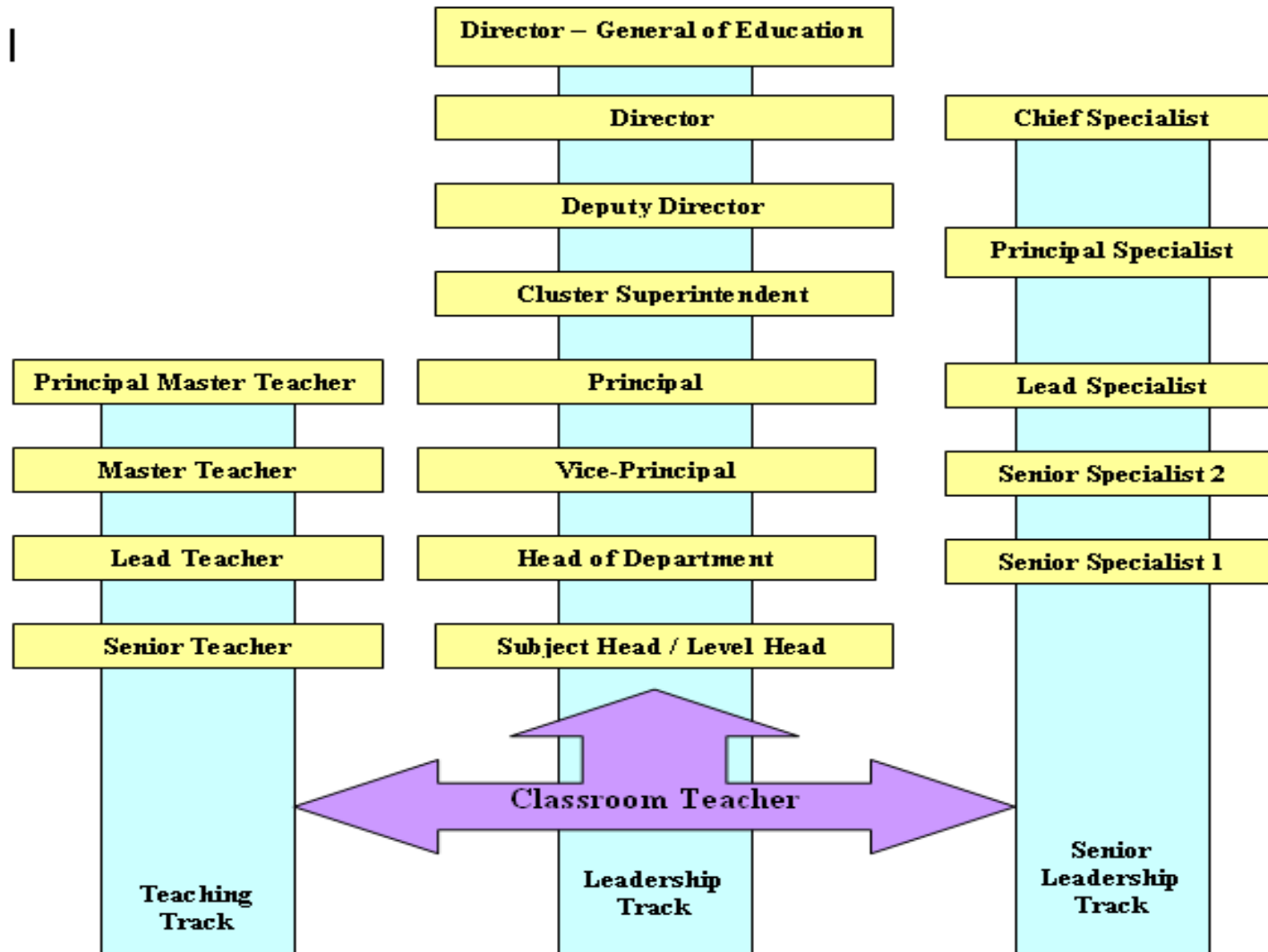
Career Development

- 3 Career Tracks
 - Teaching track
 - Leadership track
 - Specialist Track
- Appointment based on
 - Performance
 - Potential
 - Interviews
 - Accreditation (for Senior & Master teachers)

Evaluation and Compensation

- **Enhanced Performance Management System (EPMS)**
 - Competency-based instrument
 - Customised for each career track
 - Used for evaluation of performance
 - Tool for coaching and career guidance
- **Salary**
 - Benchmarked against market pay
 - Increments based on seniority
 - Retention pay in early years
 - School-based performance bonus
- **Promotion and Career Advancement**
 - 3-year trend in performance
 - Potential to take on higher levels of responsibilities

Career Tracks in Education



Singapore Teachers

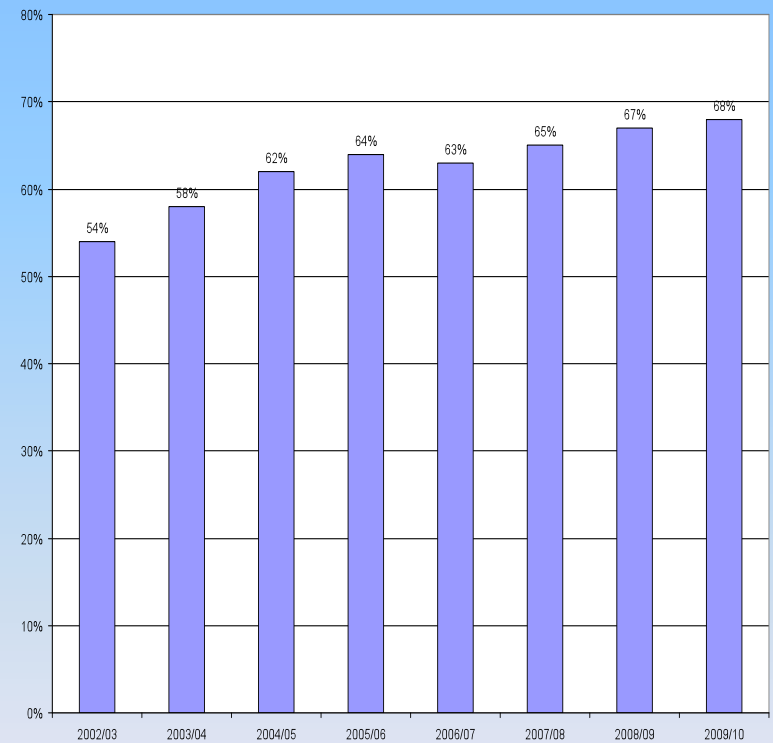
“ Yours is a critical profession. You shape the future of Singapore..... By nurturing our students you play a critical role in sustaining Singapore’s growth and prosperity. Do your job well, and we will secure Singapore’s future for many years to come.”

Prime Minister Goh Chok Tong
Teachers’ Day Rally, 1997

SYSTEMS FOR TEACHER AND LEADERSHIP EFFECTIVENESS AND QUALITY IN ONTARIO

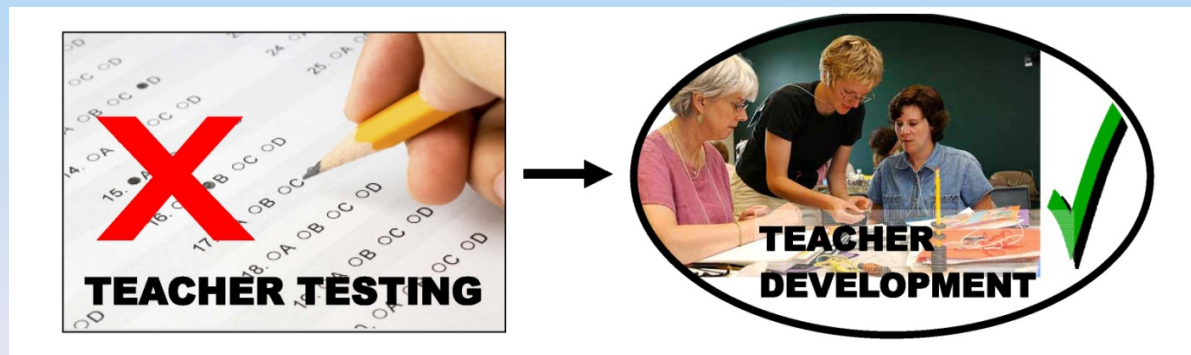
- The Ontario government is committed to a strong, vibrant education system with ambitious goals for student achievement.
 - High levels of student achievement
 - Reduced gaps in student achievement
 - Increased public confidence in publicly funded education
- Teachers are considered to be the single most important factor in the improvement of student achievement.

The Drive to 75%
Overall Achievement Growth: 2002-03 to 2009-10



Two Approaches to Teacher Quality

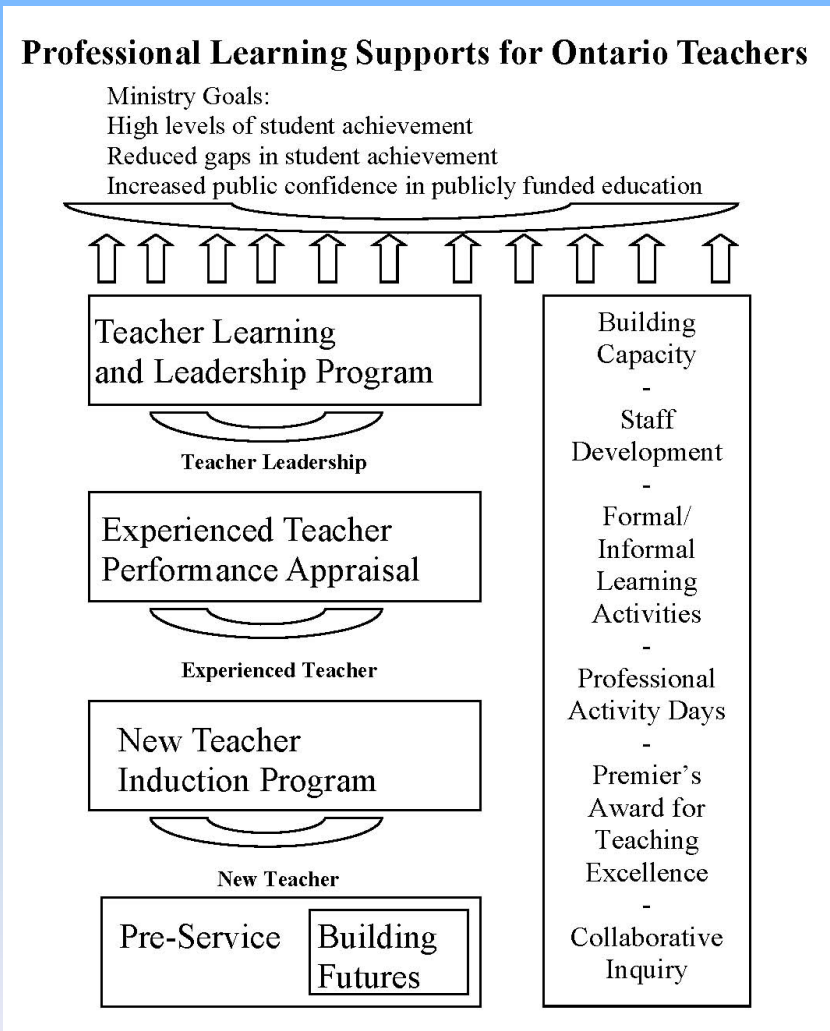
- In 2004, Ontario changed its approach to teacher effectiveness, from teacher testing to teacher development.
- Ontario adopted a policy of respect and recognition for teachers as professionals.
- Teacher development is seen as the single most important factor in the improvement of teacher quality and student achievement.
- Teacher development is effective when it is self-directed, relevant, sustained and job-embedded.



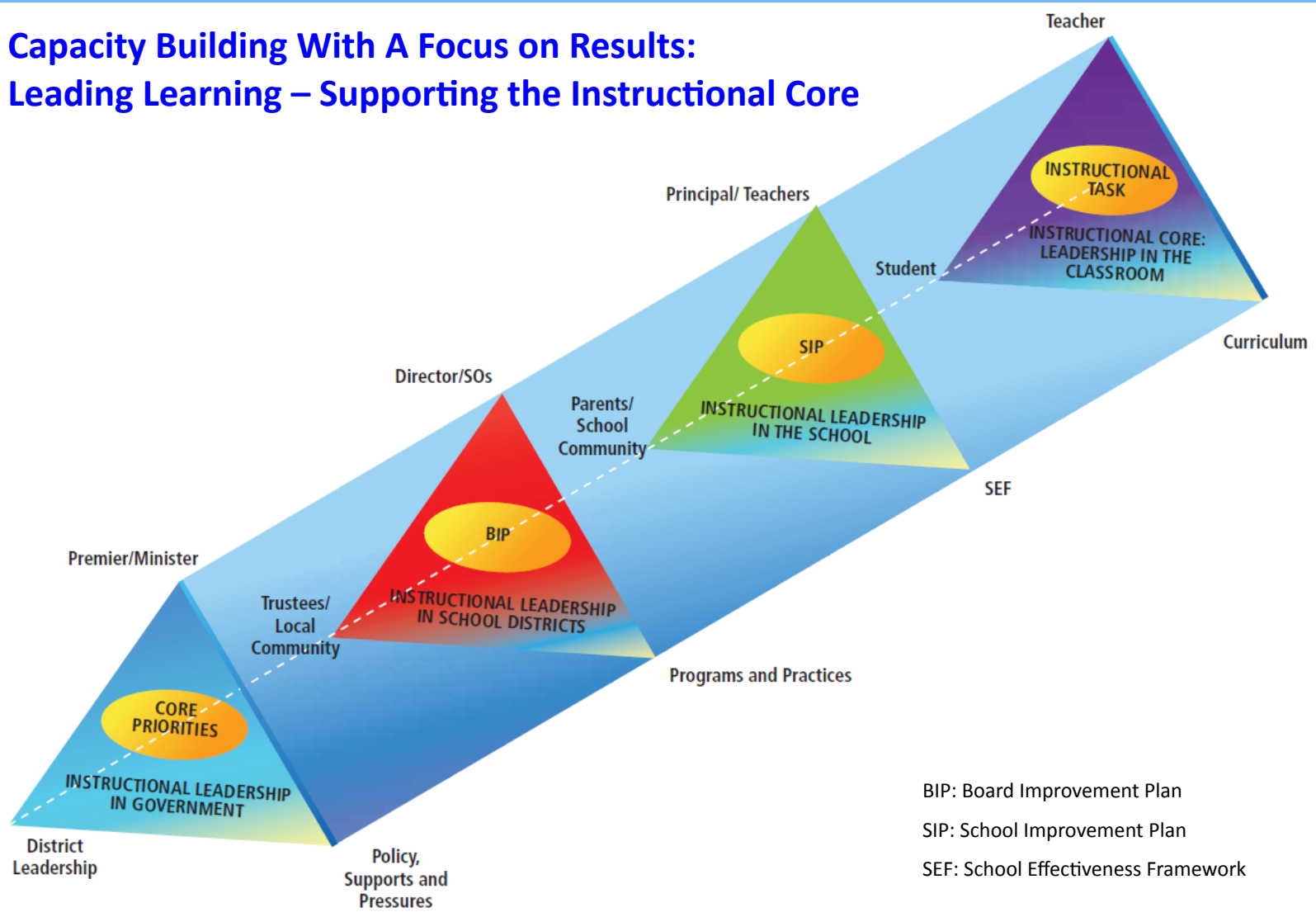
A Framework for Teacher Development

Professional Learning Supports for Ontario Teachers

- A coherent framework of teacher development programs and resources implemented to support teachers in improving student achievement.
- All programs respect principles of self-directed learning and are modeled on best instructional practices.
- Programs also reflect various stages, roles, profiles that teachers move through during their professional career.



Capacity Building With A Focus on Results: Leading Learning – Supporting the Instructional Core



BIP: Board Improvement Plan
 SIP: School Improvement Plan
 SEF: School Effectiveness Framework

Teacher Leadership

- The Teacher Learning and Leadership Program is designed for experienced teachers to model and share best practices with other teachers through self-directed, job-embedded professional development projects
- Collective capacity building initiatives support increased student achievement through collaborative inquiry where teams of teachers teach, learn and plan together.
- Learning, Teaching, Leading strategies focus students, teachers, principals on deconstructing curriculum expectations, determining learning intentions and setting success criteria.

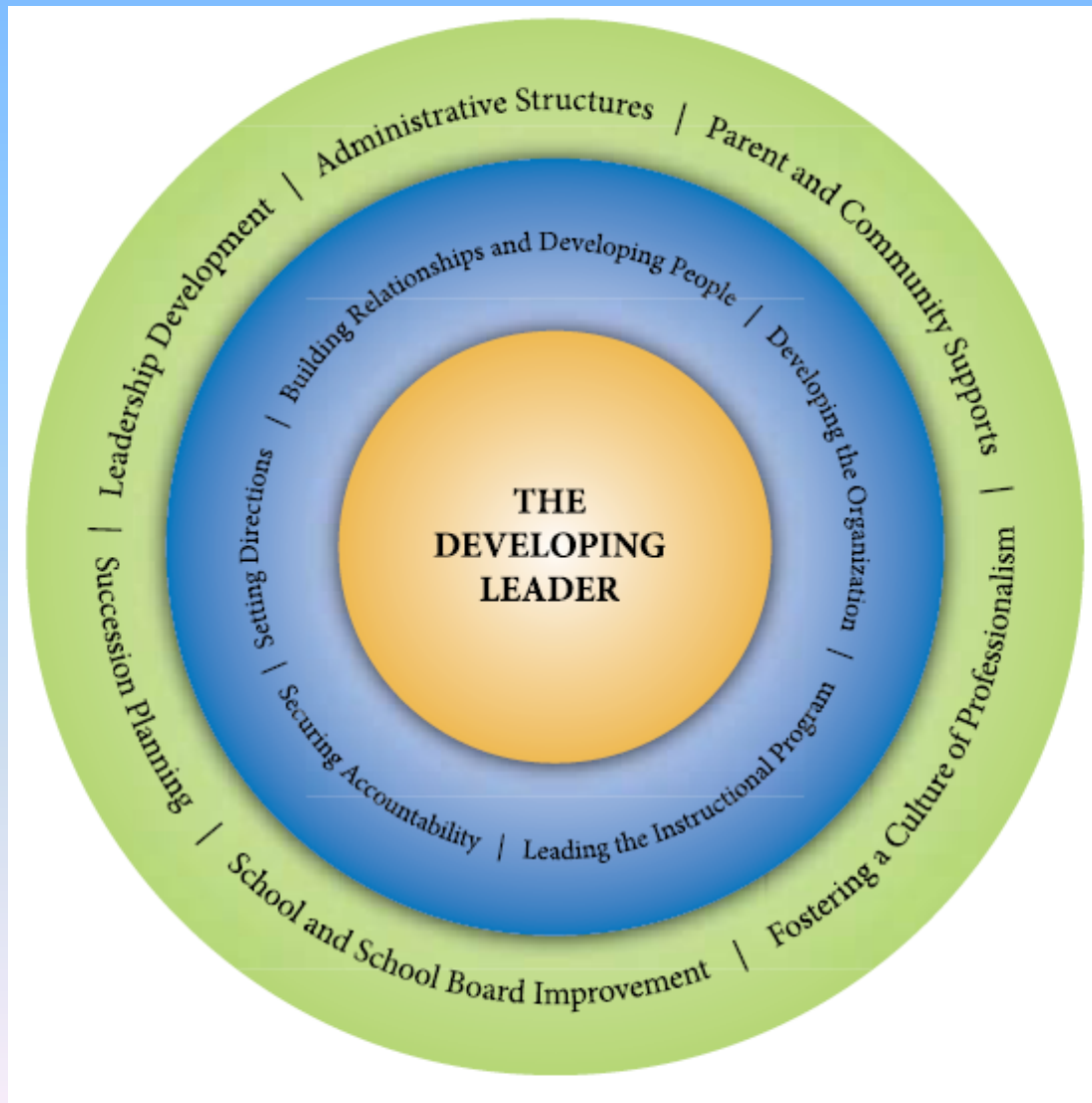


A Framework for Leadership Development

- In 2005, Ontario changed its expectations for the role of the principal from administrator to instructional leader.
- Leadership and leadership development is second only to teaching in its impact on student achievement.
- The government consulted with principals, school board leaders, board trustees and teachers on how to support leadership development.
- Ongoing consultation through the Minister's Principal Reference Group, 20 practising principals from across the province who provide advice to the Minister on draft policy and programs before they are released
- Each school board must create succession planning and talent development programs to recruit and prepare the best teachers for the role



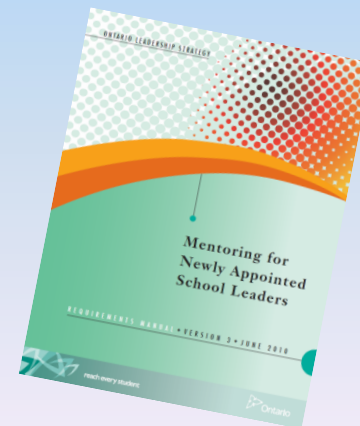
The Ontario Leadership Framework (OLF)



- Identifies practices and competencies that describe effective leadership
- Provides basis for professional learning on 5 Core Leadership Capacities:
 - Setting goals
 - Aligning resources with priorities
 - Promoting collaborative learning cultures
 - Using data
 - Engaging in courageous conversations

Principal Preparation and Mentoring

- All principals and vice-principals in Ontario must attain principals' qualifications by completing the "Principals' Qualification Program" (PQP)— 2 part program of 125 hours plus a practicum.
- Must have an undergraduate degree, 5 years of classroom experience, qualifications in 3 divisions and double subject specialist or a masters degree.
- All principals and vice-principals are offered mentoring for the first two years in each role.
- Funded by ministry, delivered by school boards according to ministry guidelines:
 - Trained mentors (peers)
 - Mentoring learning plan
 - Matching and exit process



Collective Capacity

- **Literacy and Numeracy Strategy:**
 - Range of professional learning strategies – progressive shift from large-scale provincial training to job-embedded professional learning for teams
 - Focus on building professional capacity through teacher conversations and collaboration focused on student work to inform instructional change for improved outcomes
- **Student Success/Learning to 18:**
 - Appointment of Student Success Teachers at school level (800 teachers) and Student Success Leaders at school board level
 - Collaborative work of Student Success Teams working to support curriculum, instruction, student pathways and student engagement

Teacher and Leadership Effectiveness and Quality

Conclusion

- Recruiting aggressively
- Setting high standards
- Offering strong learning opportunities
- Respecting teachers
- Valuing teacher development
- Empowering leadership
- Building capacity as driver of reform
- Investing in collective capacity
- Achieving results without rancor or ranking