

Teaching and Leadership Around the World



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ASIA SOCIETY



 **Asia
Society**
Partnership for
Global Learning

**TEACHING
PROFESSION**
2014 INTERNATIONAL SUMMIT ON THE

**EXCELLENCE, EQUITY,
AND INCLUSIVENESS**
HIGH QUALITY TEACHING FOR ALL
THE 2014 INTERNATIONAL SUMMIT
ON THE TEACHING PROFESSION



Asia Society's Global Cities Education Network



- Goal: To examine common challenges, share best practices and catalyze thinking about improvement among large cities in North America and Asia.
- Participants: Shanghai, Seoul, Singapore, Hong Kong, Melbourne, Toronto, Houston, Seattle, Denver
- Focus: Strengthening teaching profession; teaching and assessing 21st century skills; modern career and technical education system; improving leadership - in increasingly diverse systems

Results from TALIS

Press briefing

27 June 2014
Washington



Results from 2014 TALIS



- Most teachers (90%+) love their jobs but feel unrecognized and unsupported in schools
- Most work in isolation- 50% never team teach; only 30% ever observe colleagues
- Feedback rare: Teachers want feedback but 46% of teachers say they receive no feedback on their teaching
- Only 30% say that excellent teaching is recognized in career advancement or financially
- Only 30% believe teaching is valued by society. Countries where teaching is valued perform better on international assessments.

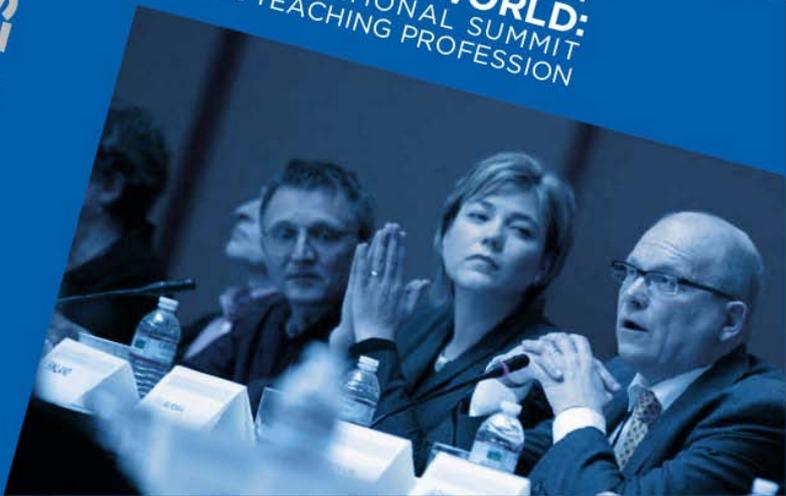


Partnership for
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**TEACHING
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**IMPROVING TEACHER QUALITY
AROUND THE WORLD:**
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World-Class Teachers: Developing an Effective Respected Profession



Take a career approach:

- Raise quality and rigor of teacher preparation- academic content, clinical preparation
- Recruit proactively
- Benchmark compensation against other graduates
- Meaningful mentoring for every new teacher
- Career paths and leadership roles
- Feedback and collaborative professional learning
- Identify and develop effective school leaders focused on improving teaching and learning

TALIS seeks to help with ...

Improve the societal view of teaching as a profession



Recruit top candidates into the profession



Developing Teaching as a profession

Retain and recognise effective teachers – path for growth



Support teachers in continued development of practice



Country Actions 2012-



- Canadian provinces: raising literacy and math instruction through coaches and learning communities
- Germany: States created common academic standards. Focus on quality of teacher preparation and professional development on standards and cultural minorities
- Netherlands: New professional teaching body; alliances between teacher education colleges and schools on improving achievement of disadvantaged minorities; developing peer evaluation system for teachers;
- New Zealand: Developing “lead” teachers within schools and “expert” teachers across school clusters

Country Actions II



- Poland: Created common high schools; raised academic standards; professional learning communities
- Singapore: Updating teacher education for 21st century; Academy of Singapore Teachers
- Sweden: Attracting and retaining teachers- salary increases, bonuses for short supply fields; develop system of “first” (lead) teachers with more in high-need schools

Iowa Teacher Leadership and Compensation System



- Attract promising new teachers by offering competitive starting salaries and career opportunity
- Create career paths and leadership opportunities with increased compensation
- Promote collaborative professional learning within and across schools
- Improve student achievement by strengthening instruction

International Lessons on Implementation of Teacher Leadership





Shanghai Professional Learning System



Continuous improvement of teaching through:

- Career ladders
- Mentoring of all young teachers
- Teaching groups (subject and grade-level)
- Research groups
- Promotion to most senior level requires experience in lower-achieving school
- Senior teachers work across whole system to increase consistency of performance

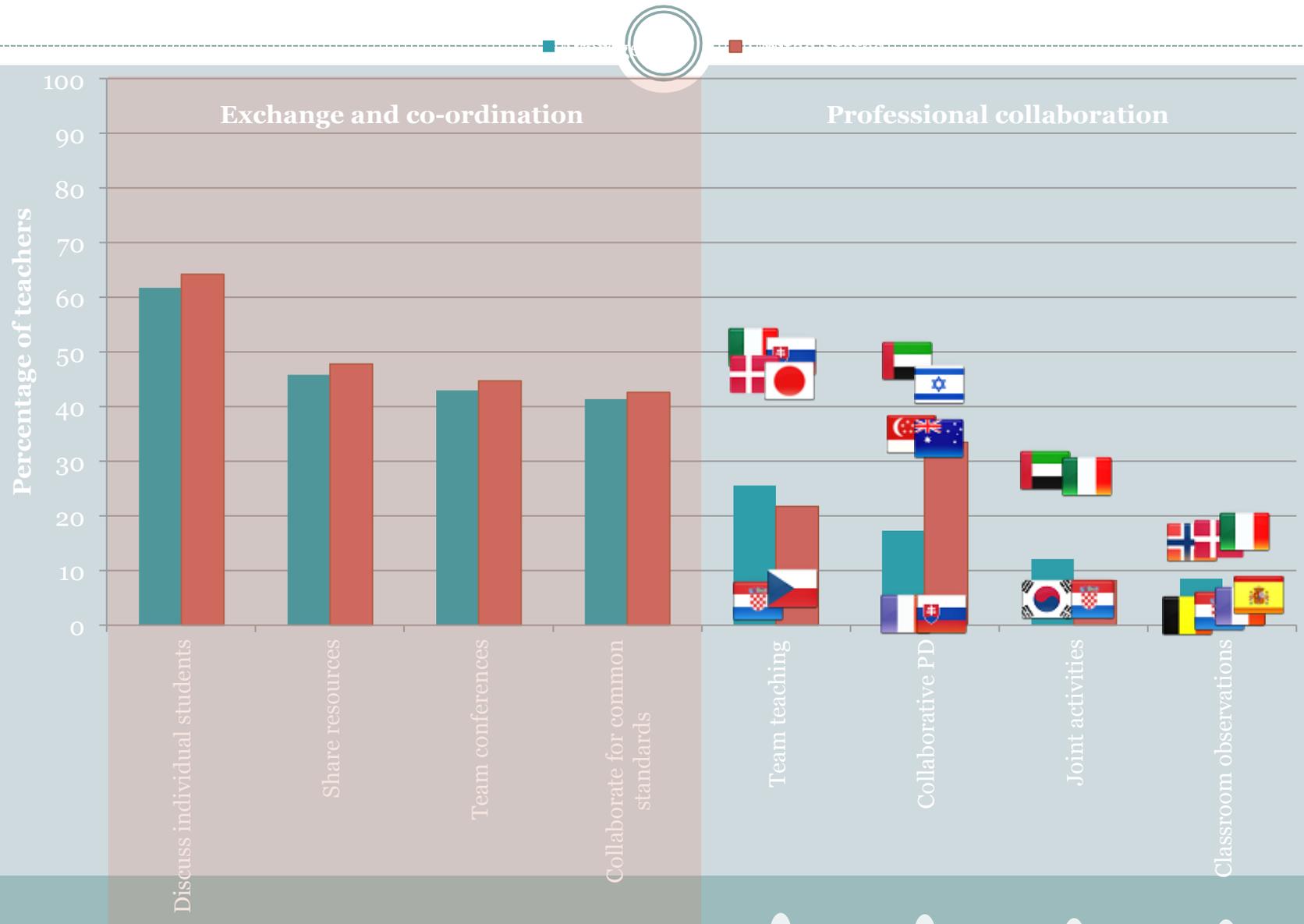
Time



- Shanghai and California teachers spend same amount of time on job (42 hours) but
- California – 70% of time teaching in classroom
- Shanghai – 45% of time teaching in classroom

Structured observation and feedback





Collaborative school cultures



- US teachers more isolated than teachers in other countries
- Every teacher consistently involved in collaboration with other teachers at school aimed at student learning



The more frequently that teachers report participating in **collaborative practices** with their colleagues,

the higher their level of **self-efficacy**.

The same is true for **job satisfaction**.



Focus on academic improvement goals for school



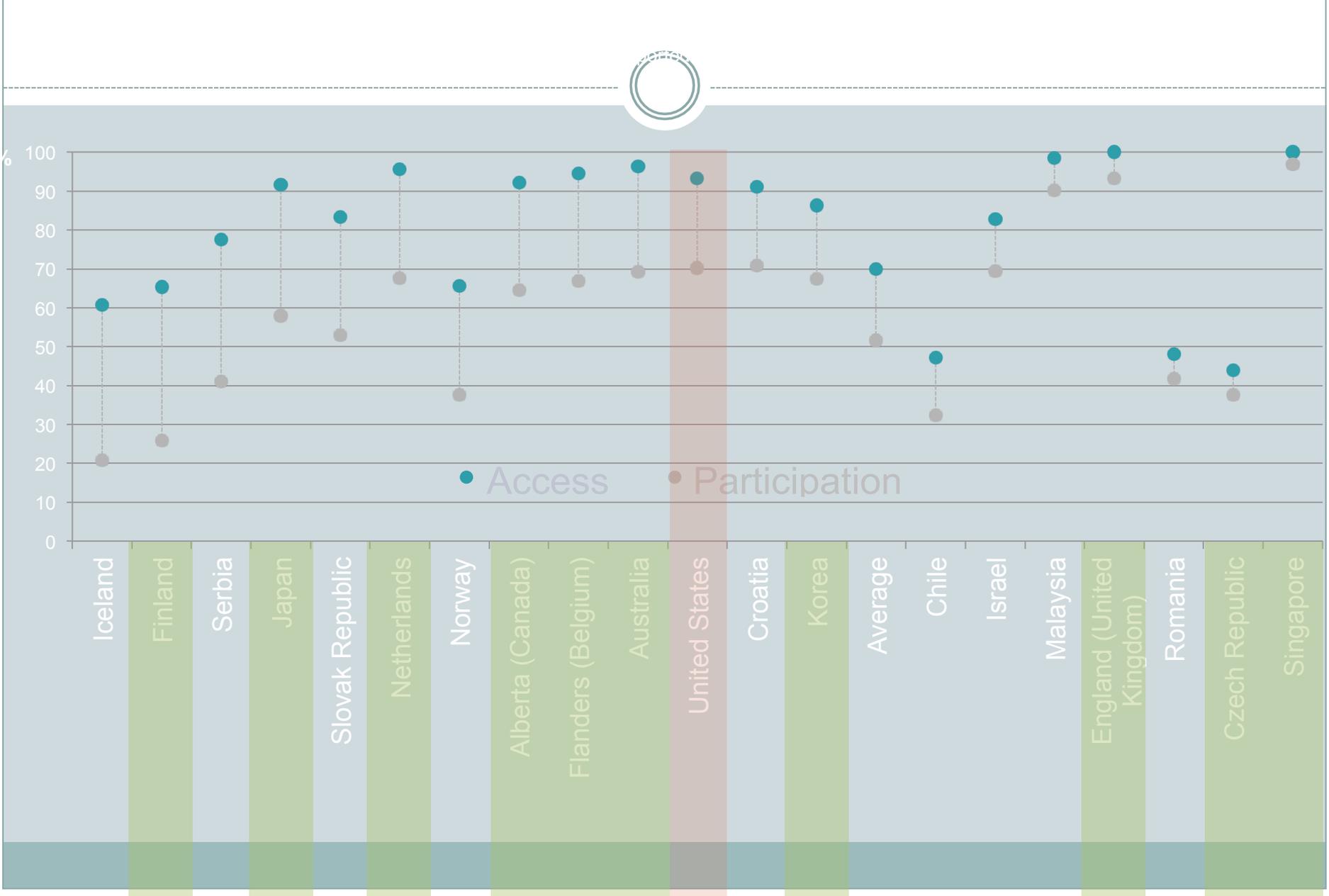
- Content of collaboration driven by specific learning opportunities and challenges of students in the school
- Purposeful focus on clear academic improvement goals for school
- Action research on problems or innovations
- Using data on student learning

Special attention to new teachers



- US high attrition rates of new teachers costs billions of dollars
- Inexperienced teachers disproportionately in lower-income/lower-achieving schools
- Need multiple forms of support
- Good induction programs reduce attrition

Not everywhere where induction programmes are accessible do teachers use them



Selection of lead teachers has to be credible



- Identify most effective teachers to foster development of less experienced or less accomplished teachers
- Career advancement reflects evidence of effective practice (sometimes more weight given to working with at-risk students)
- Usually tied to appraisal system (multiple measures and multiple sources of feedback)

What is the role of the principal?



- Distributed leadership strengthens school
- Focus on instructional leadership - not been prominent in US principal training
- Provide vision for school's learning goals
- Create collaborative, learning culture among teachers
- Assessing progress using student data

Developing effective school leaders: Ontario



- Early identification and encouragement to become leaders
- Framework changes role to “instructional leader” focused on supporting effective teaching, setting school goals, measuring performance, strategic allocation of resources for teaching and learning, partnering with communities
- Every new principal has mentor for 1-2 years
- Principals set annual school and personal growth goals and are evaluated against these
- School boards develop leadership succession and talent development plan

Getting high-quality teaching to schools with greatest needs



Beyond “islands of excellence”

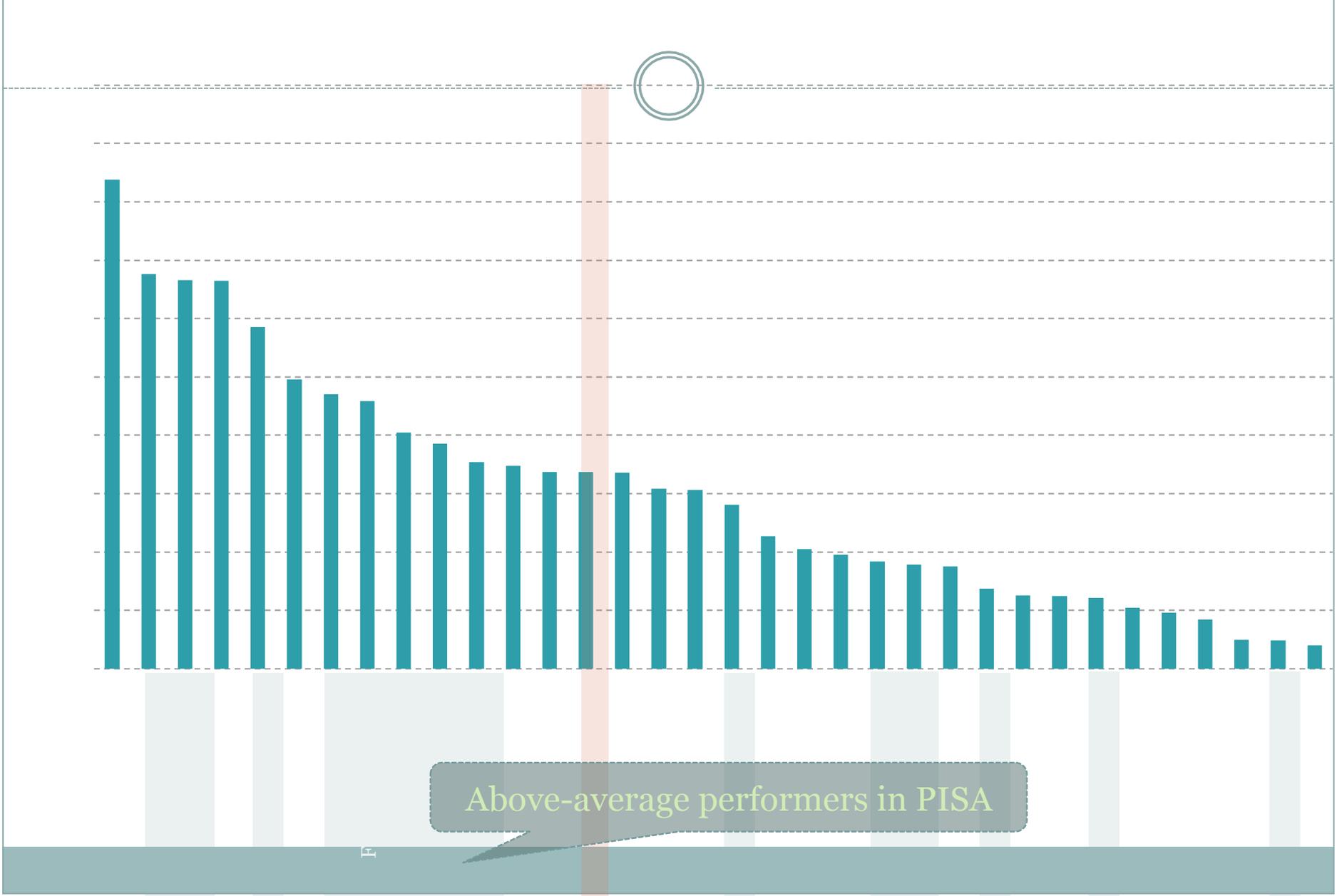
Different models

- Shanghai – part of career ladder
- Japan- teachers assigned within region
- London- high-performing schools paired with low-performing ones
- New Zealand- lead teachers work across clusters of schools
- Toronto- senior teachers as literacy coaches across district
- Salary incentives

Increase society's recognition of value of teaching



Teachers' perceptions of the value of teaching



Above-average performers in PISA

International Lessons on Implementation



- Redesign use of time
- Deep structured observation and feedback
- Collaborative school cultures – all teachers
- Focused on clear academic improvement goals
- Particular attention to new teachers
- Selection of effective lead teachers has to be credible
- Role of principal as instructional leader
- Get high-quality teaching into high-need schools
- Increase society's recognition of value of teachers

Common elements of high-performing systems



- Vision and sustained leadership
- Ambitious standards
- High-quality teachers and school leaders
- Alignment between teacher prep/curric/assessment
- Make equity an operational reality
- Student motivation and outside school support

Better Teaching for Better Learning



**“THERE IS NO SINGLE SOLUTION TO THESE
COMPLEX ISSUES BUT PROVIDING TEACHERS
WITH MORE LEADERSHIP OPPORTUNITIES
SEEMS TO BE A STARTING POINT THAT COULD
BENEFIT TEACHERS’ CAREERS, JOB
SATISFACTION, CONFIDENCE AND THE SCHOOL
AS A WHOLE” TALIS 2014**