

The Challenge of Achieving World Class Performance: Education in the 21st Century

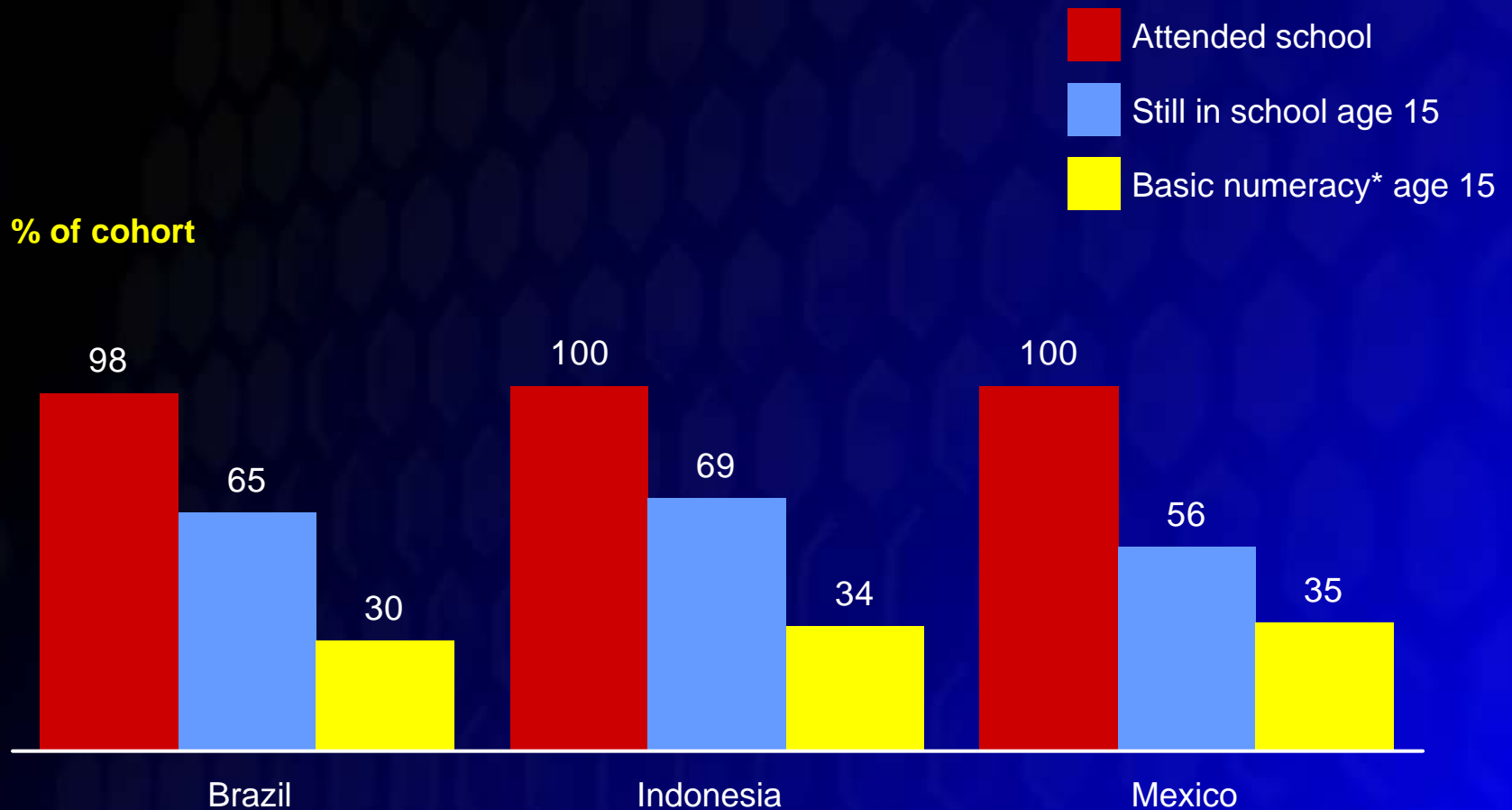
Sir Michael Barber

Kvalitet i opplæringen

Grieghallen, Bergen - 4 November 2008

Theme 1: The Challenge

Access doesn't guarantee achievement



* Level 1 or above on PISA mathematics

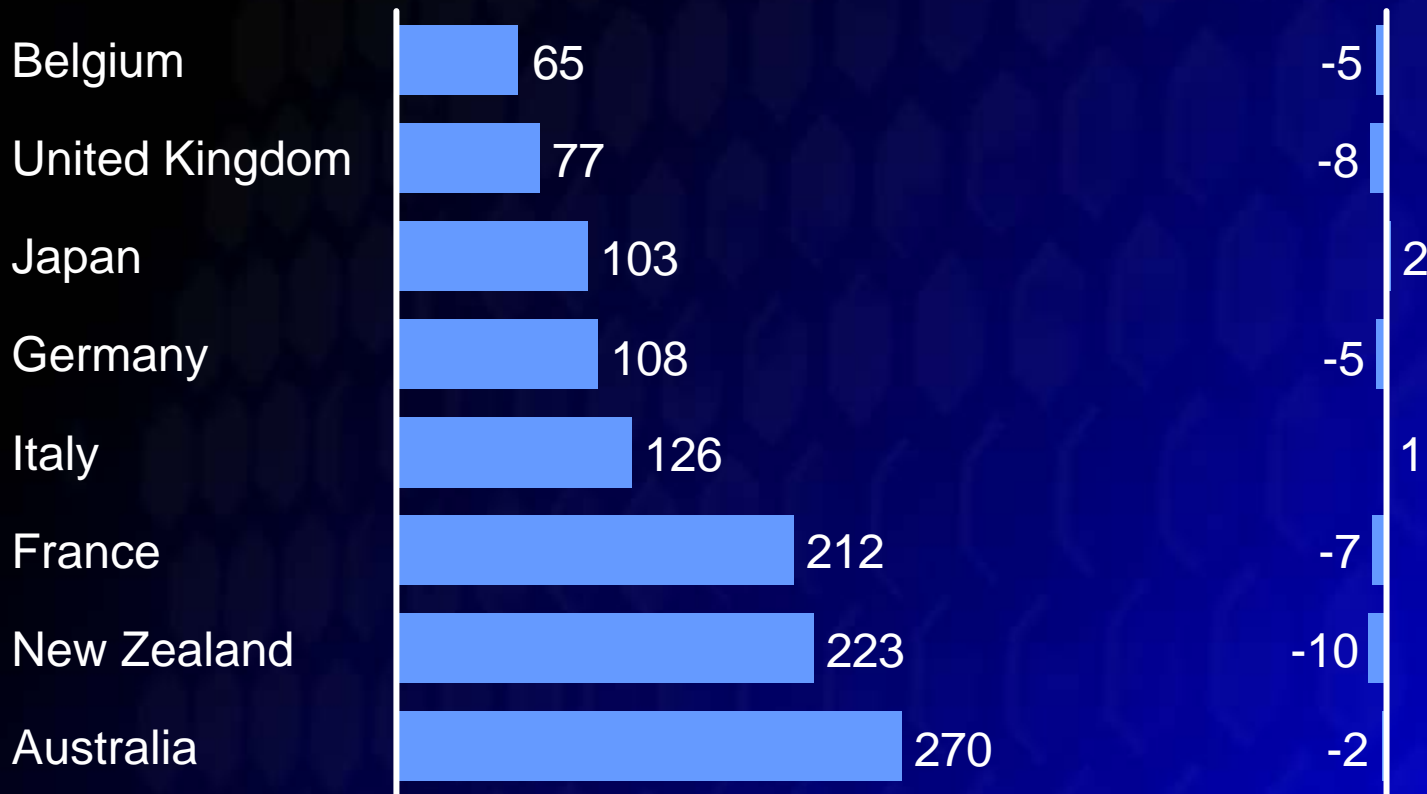
Source: OECD, PISA

Despite big spending increases, in OECD countries education outcomes stagnated for 25 years

%

Increase in real expenditure per student*
(1970–1994)

Increase student achievement**
(1970–1994)

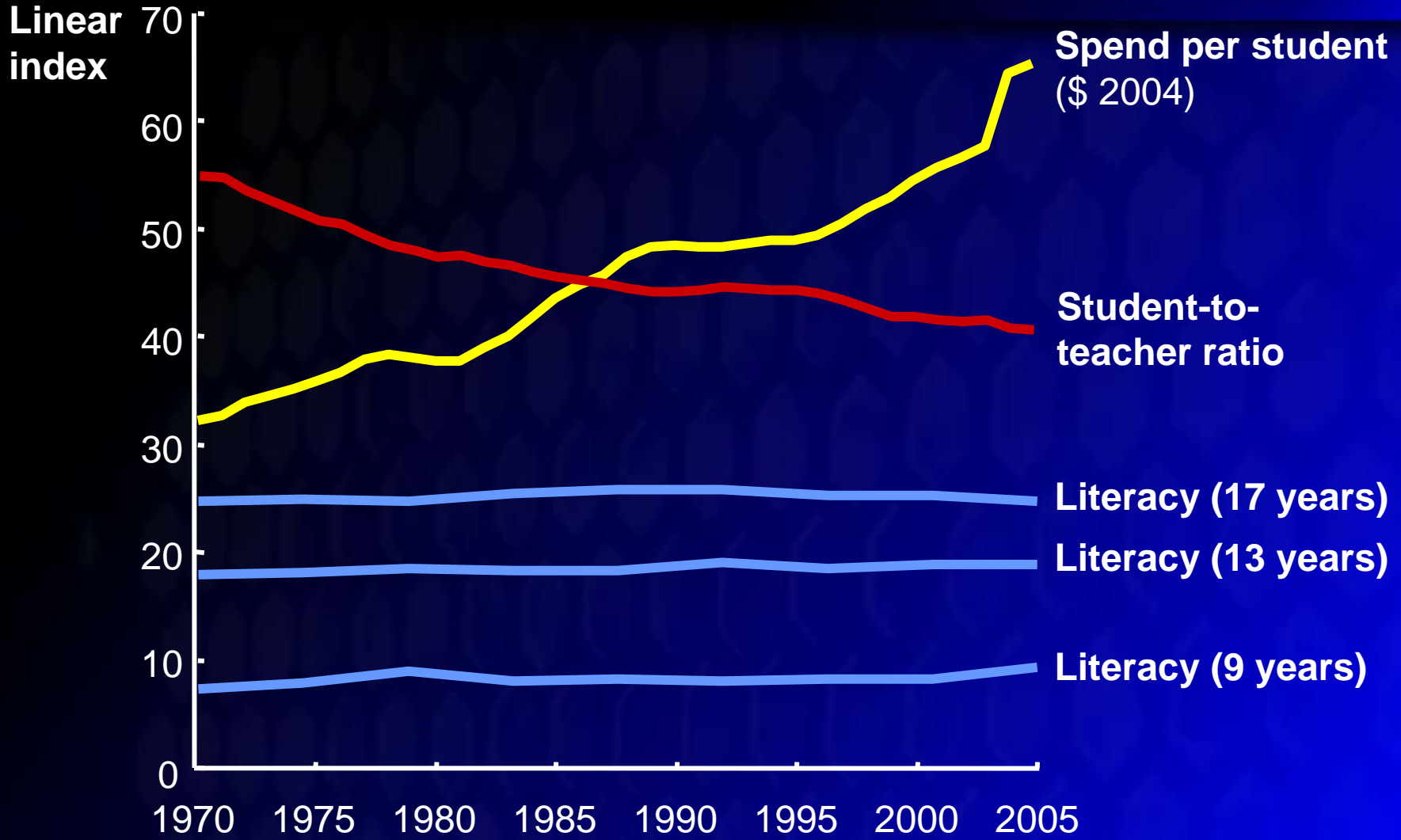


* Real expenditure, corrected for the Baumol effect using a price index of government goods and service

** Maths and Science

Source: Pritchett (2004); Woessmann (2002); McKinsey

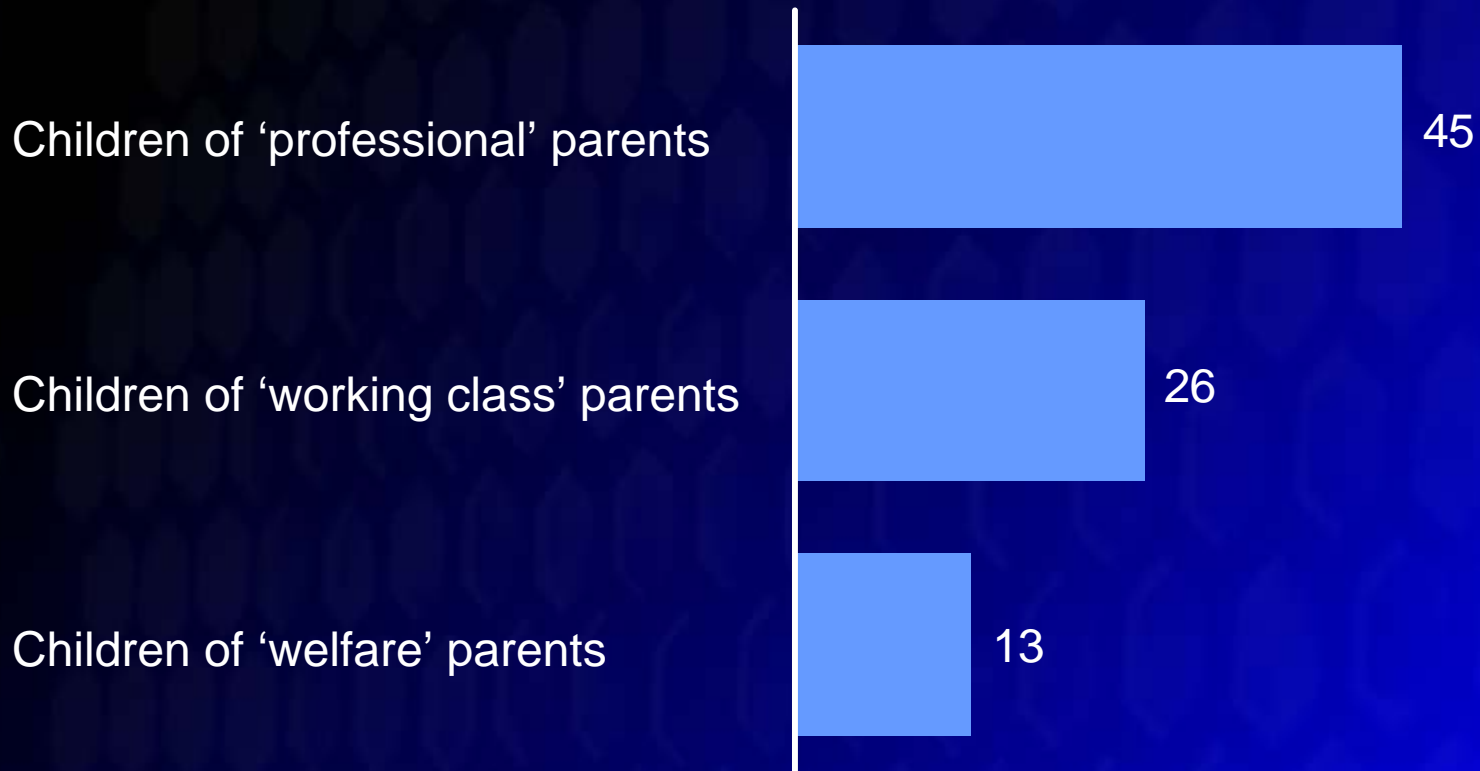
Merely reducing student-teacher ratios does not improve outcomes



Source: National Centre for Education Statistics, NEAP, Hanushek (1998)

Unless an education system is highly effective the impact of differences in socio-economic status will be significant

Number of words (millions) heard by child at age 4*



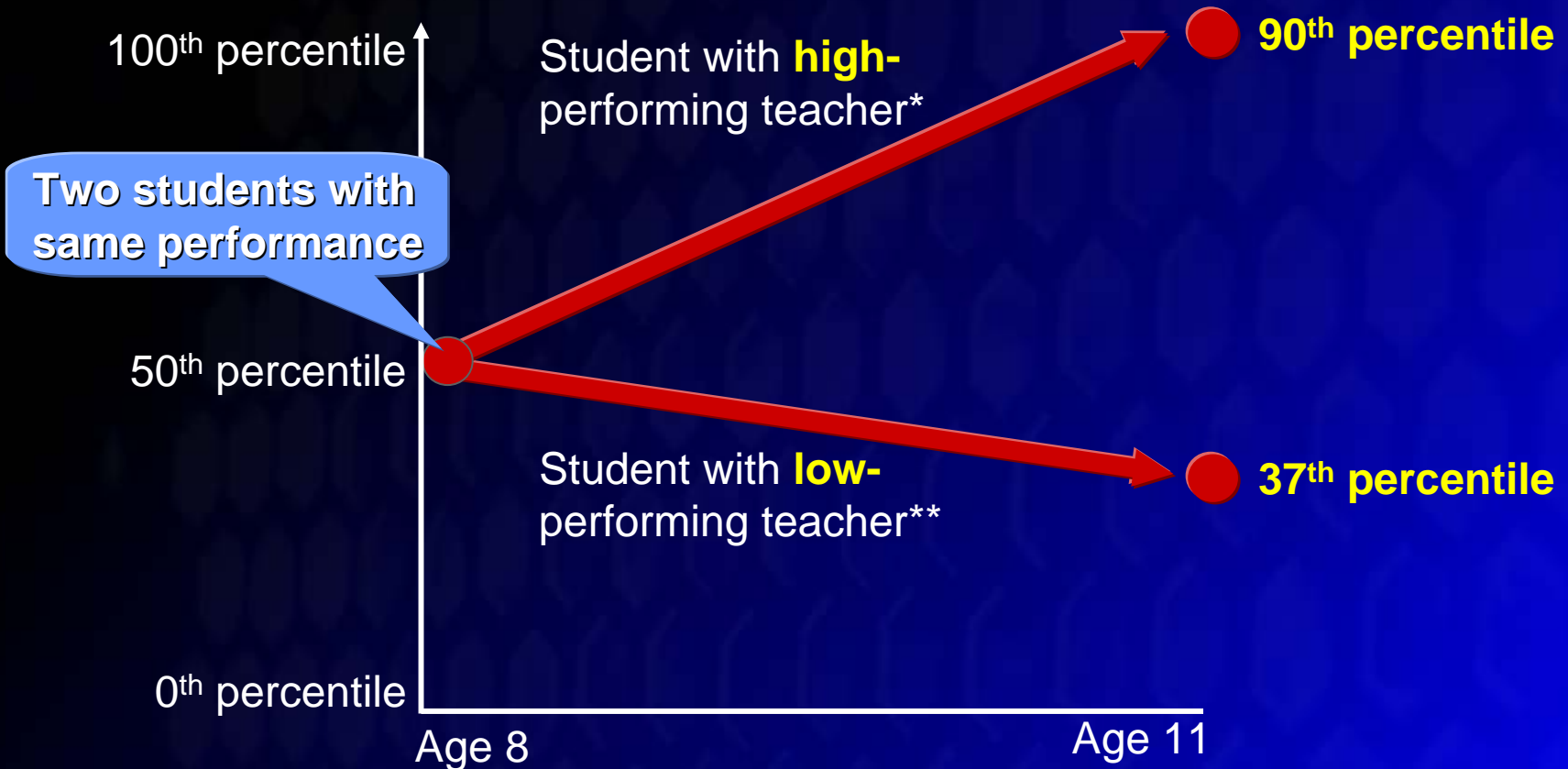
Culture is not decisive

PISA top performers, 2003



Consistent quality of teaching is by far the most important factor driving performance and is missing in most systems

Student performance



* Among the top 20% of teachers

** Among the bottom 20% of teachers

Theme 2: Human Capital; The Evidence

Lesson 1

“The quality of an education system cannot exceed the quality of its teachers.”

Great systems attract great people into teaching

- **Korea** The top **5** percent of graduates
- **Finland** The top **10** percent of graduates
- **Singapore** The top **30** percent of graduates

**As the war for talent intensifies,
rising to this challenge becomes ever more difficult**

Top-performing systems are rigorous about teacher recruitment: Finland

1 National screening

- Check for strong intrinsics

2 Assessment tests (university)

- Check overall academic ability and literacy

3 Interviews (university)

- Check suitability for teaching

4 Group work (university)

- Check suitability for teaching

5 Recruitment by school

- Candidates are recruited by individual schools

Only 1 in 10 applicants is accepted to become a teacher*

* Varies by university

Source: Attracting, Developing and Retaining Teachers: Background report for Finland; Interviews; McKinsey

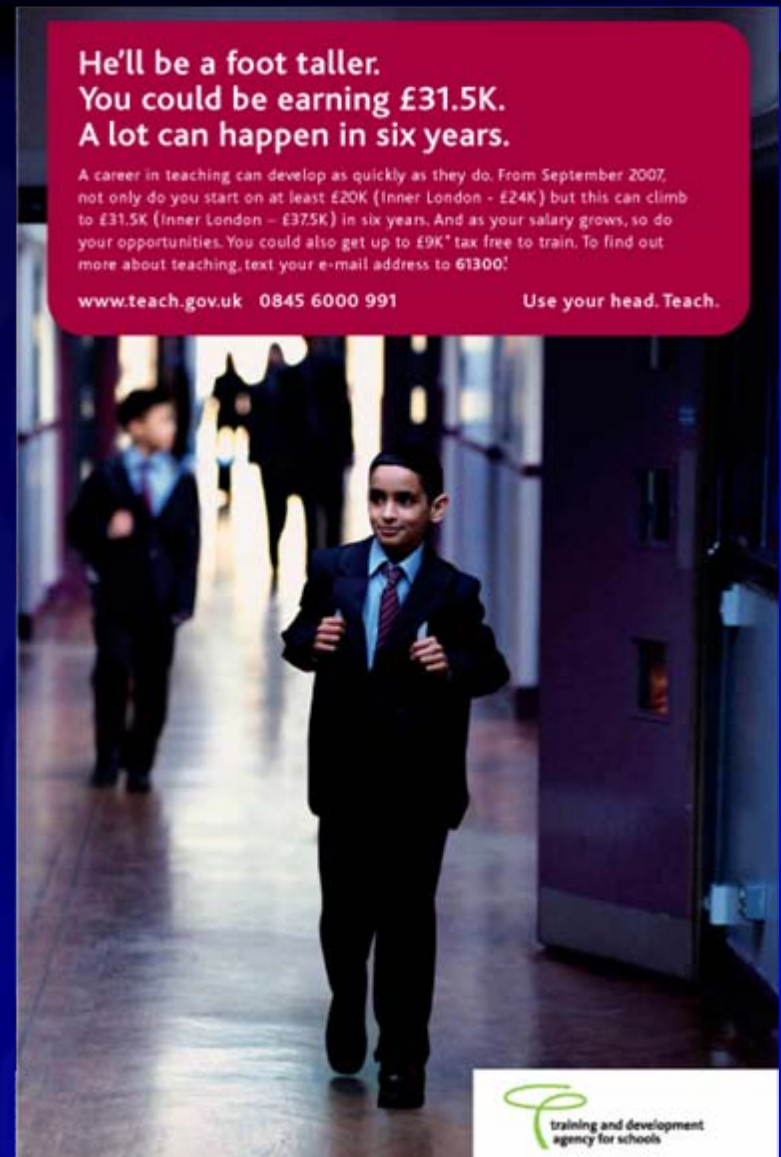
In England advertising has spearheaded a major improvement in teacher recruitment



And you thought magnesium was reactive.

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Use your head.Teach.




He'll be a foot taller.
You could be earning £31.5K.
A lot can happen in six years.

A career in teaching can develop as quickly as they do. From September 2007, not only do you start on at least £20K (Inner London - £24K) but this can climb to £31.5K (Inner London - £37.5K) in six years. And as your salary grows, so do your opportunities. You could also get up to £9K* tax free to train. To find out more about teaching, text your e-mail address to 61300!

www.teach.gov.uk 0845 6000 991

Use your head.Teach.



Lesson 2

“The only way to improve outcomes is to improve instruction.”

Top-performers take professional development inside the classroom and make it routine

Professional development in Shanghai and Japan

Peer observation

All teachers in Shanghai are required to visit and observe at least eight lessons by colleagues each term

Lesson study

Teachers in both Shanghai and Japan work in teams to analyse and develop model lessons































Demonstration lessons

Teachers demonstrate excellent practice to a wider group of instructors, followed by discussion and feedback sessions

Lesson 3

“High performance requires every child to succeed.”

Inspections and examinations enable schools to continuously track their performance and improve

School System	School review/ inspections*	System-wide assessments**	School exit examinations**
Alberta			
Boston			
Chicago			
England			
Finland			
Hong Kong			
Korea			
Netherlands			
New York City			
New Zealand			
Singapore			

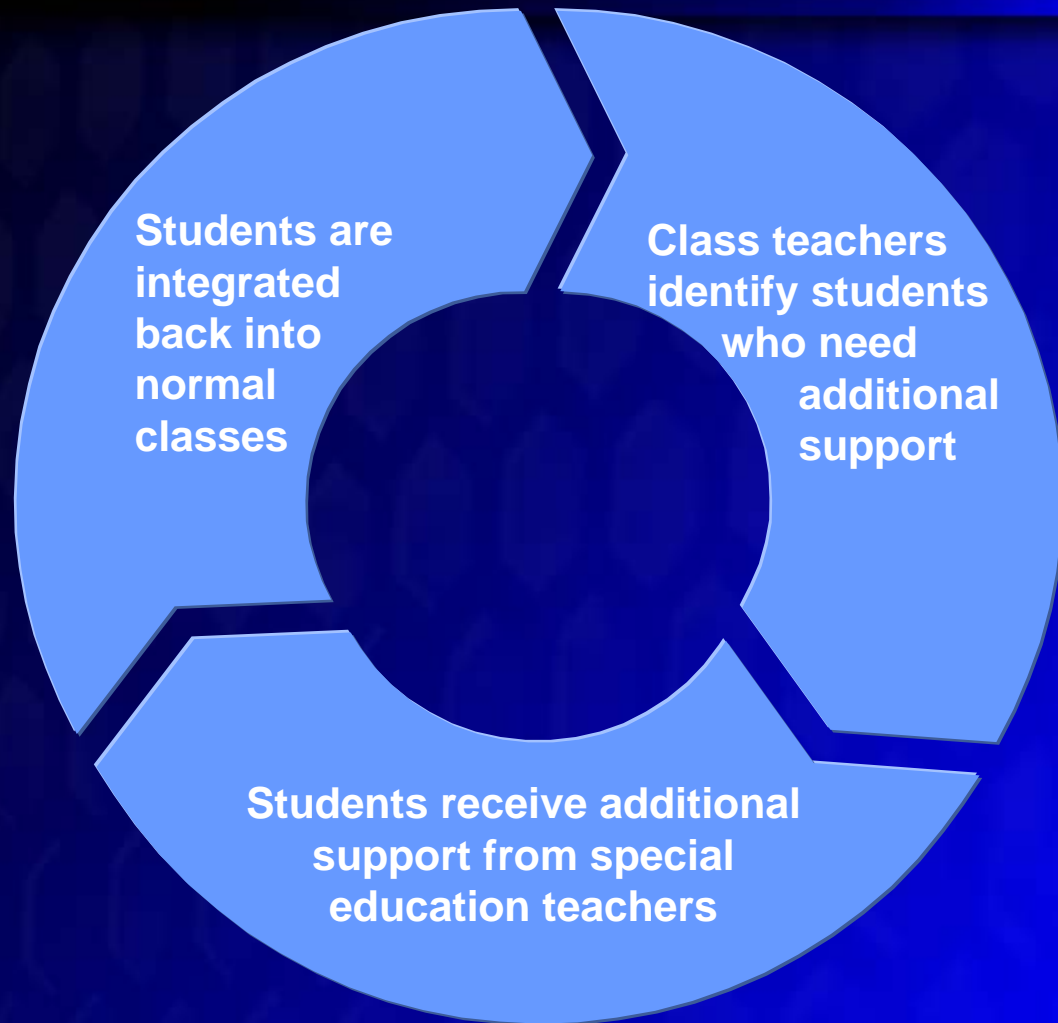
-  Not separated
-  Separate unit within Ministry
-  External organization

* Formal school reviews conducted by a person to whom the school is not directly accountable

** Assessments of students during the first 10 grades; School Exit examinations refers to leaving qualifications

Finland: Educational support

- Additional 1-on-1 or small group tuition to support those who are falling behind
- 30% of all students benefit during any given year
- Focus is on Mathematics and Finnish language
- ‘Special education’ teachers receive an additional year of training and are paid slightly higher salaries
- They work with a wider support team – psychologists, nurses, special needs advisors – to provide a comprehensive support



Lesson 4

“Great leadership at school level is a key enabling factor.”

Top-performers recruit and train excellent school leaders: the Singapore example

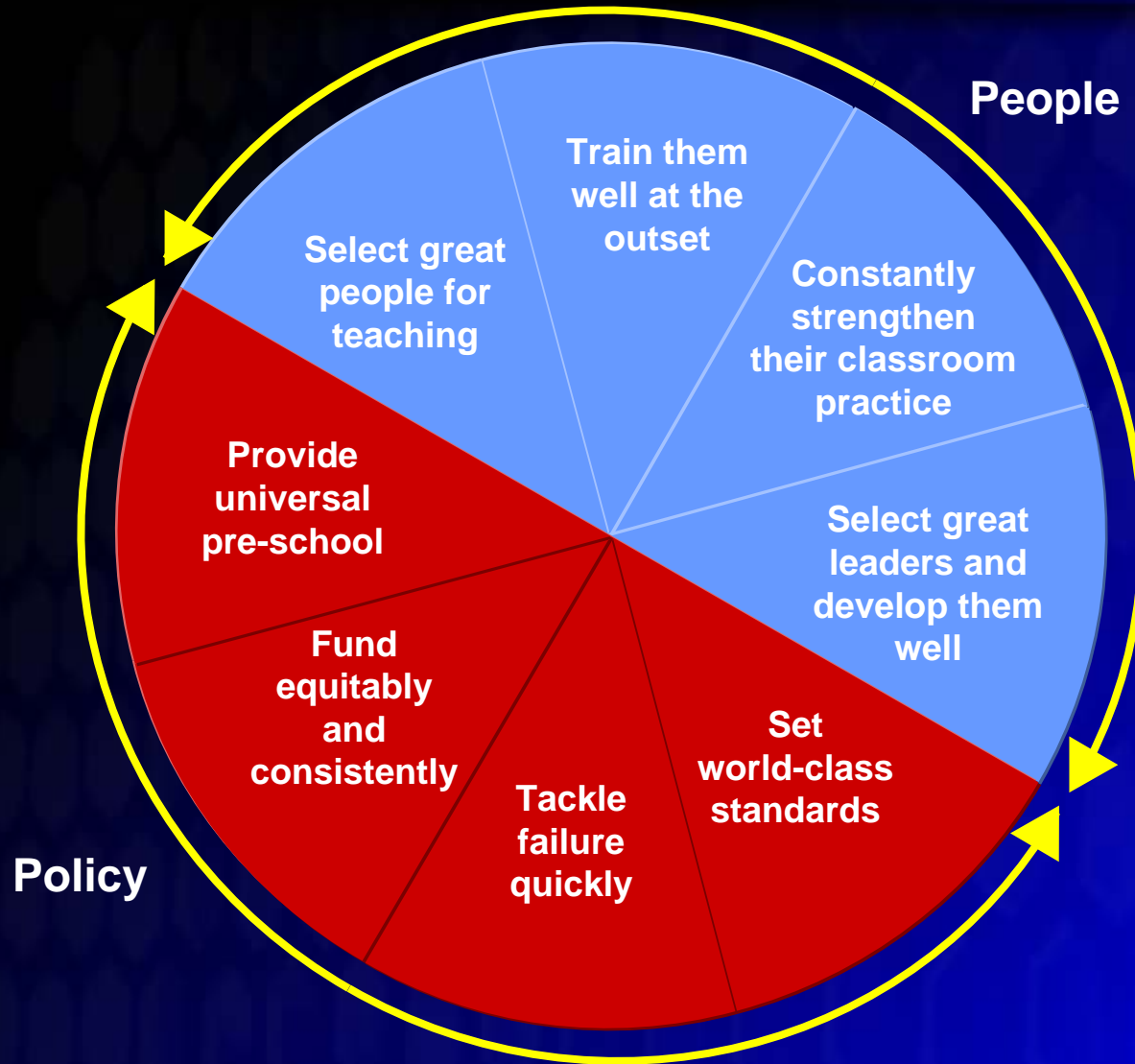
“We train our teachers and vice-principals to apply best practices; we train our principals to create them”

6 month programme to develop new principals

- **Management and leadership courses** taken from leading executive training programmes
- **One day a week in schools** where candidates are assigned to develop innovative approaches to the toughest problems
- **Group projects** where candidates work in teams
- **2-week overseas placement** with a major corporation (e.g., IBM, HP, Ritz Carlton), where they shadow top private-sector executives
- **Rigorous evaluation** – only candidates who demonstrate the required competencies will succeed

Conclusion

Eight ingredients of great systems



The required cultural shift

- Hit & miss
- Uniformity
- Provision
- Producers
- Inputs
- Generalisation
- Talk equity
- “Received wisdom”
- Regulation
- Haphazard development
- Demarcation
- Look up

Comfortable



- Universal high standards
- Diversity
- Choice
- Customers/citizens
- Outcomes
- Specificity
- Deliver equity
- Data and best practice
- Incentives
- Continuous development
- Flexibility
- Look outwards

Demanding