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Global Learning



IMPROVING TEACHER QUALITY
AROUND THE WORLD:
THE INTERNATIONAL SUMMIT
ON THE TEACHING PROFESSION

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TEACHING PROFESSION





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TEACHING
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PROFESSION

About Asia Society

Asia Society is the leading global and pan-Asian organization working to strengthen relationships and promote understanding among the people, leaders, and institutions of the United States and Asia. The Asia Society Partnership for Global Learning focuses in part on creating forums for educators in the United States, Asia, and elsewhere in the world to support academic achievement and global competence. Building on a decade of how education systems can be improved to support academic achievement and global competence. Building on a decade of experience, the Asia Society Partnership for Global Learning seeks to create opportunities for nations and regions to spotlight effective practices for systemic reform and consider how these practices can be adapted and implemented in their own contexts.

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**IMPROVING TEACHER QUALITY
AROUND THE WORLD:**
THE INTERNATIONAL SUMMIT
ON THE TEACHING PROFESSION

AGENDA

IMPROVING TEACHER QUALITY AROUND THE WORLD: THE INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION

Wednesday, March 16th (American Museum of Natural History)

Facilitator: Tony Mackay

- | | |
|--------------------------|---|
| 2:00 pm | Buses depart from Hilton New York |
| 2:30 pm | Guests arrive at American Museum of Natural History |
| 3:00 pm | Welcome
Arne Duncan , U.S. Secretary of Education
Fred van Leeuwen , General Secretary of Education International
Barbara Ischinger , Education Director of OECD

Summit goals—purpose and outcomes; topics to be covered |
| 3:30 pm | Framing the issues <ul style="list-style-type: none">• Teacher recruitment and preparation• Development, support and retention of teachers• Teacher evaluation and compensation• Teacher engagement in education reform Framer: Andreas Schleicher |
| 4:15 pm | Teacher Recruitment and Preparation
Discussion Starters: Finland and Hong Kong, SAR
Roundtable discussion
Q&A from attendees

Rapporteur: Fernando Reimers |
| 6:15 pm | Reception |
| 6:45 pm – 9:00 pm | Dinner
Welcome from Michael R. Bloomberg, Mayor of New York City |
| End of dinner | Buses depart for Hilton New York |

Thursday, March 17th (Hilton New York)

Facilitator: Tony Mackay

- 7:00 am** **Breakfast**
- 8:00 am** **Development, Support and Retention of Teachers**
 Discussion Starters: People’s Republic of China and United Kingdom
 Roundtable discussion
 Q&A from attendees

 Rapporteur: **Kai-ming Cheng**
- 10:00 am** **Teacher Evaluation and Compensation**
 Discussion Starter: Singapore
 Roundtable discussion
 Q&A from attendees

 Rapporteur: **Linda Darling-Hammond**
- 12:00 pm** **Lunch**
- 1:30 pm** **Teacher Engagement in Education Reform**
 Discussion Starters: Norway and United States
 Roundtable discussion
 Q&A from attendees

 Rapporteur: **Ben Levin**
- 3:30 pm** **Coffee Break**
- 4:00 pm** **What Have We Learned?**
Andreas Schleicher and session rapporteurs
- 5:30 pm** **Where Do We Go from Here?**
Arne Duncan, U.S. Secretary of Education
Angel Gurría, Secretary-General of OECD
Susan Hopgood, President of Education International
- 6:00 pm** **Reception**

Introduction

When people describe teachers who had the greatest influence on them, they invariably describe teachers who were caring, passionate about their subject, and good at getting them to do their very best. But how do education systems recruit, develop, and keep enough of such teachers? This is the central challenge facing countries across the globe as they seek to create world-class education systems to prepare all their students for the fast-changing global knowledge economy.

And this is the challenge that brought ministers of education, union leaders, outstanding teachers, and other education experts from sixteen high-performing and rapidly improving countries and regions (as measured by performance on the 2009 PISA) to New York City for the International Summit on the Teaching Profession, which took place on March 16 and 17, 2011. The Summit represented many firsts. It was the first ever international summit on the teaching profession. And it was the first to bring together ministers of education and teachers' union leaders from many countries to the same table. Recognizing that teachers are the single most important in-school ingredient when it comes to student achievement and that the quality of an education system rests on the quality of its teachers, the goals of the Summit were to:

- **Put a spotlight on the teaching profession;**
- **Identify and share the world's best policies and practices in developing a high-quality profession;**
- **Examine ways of engaging teachers in education reform; and**
- **Initiate an ongoing international dialogue on the teaching profession.**

The Summit was convened by the U.S. Department of Education, the Organisation for Economic Co-operation and Development (OECD), and Education International, with partnership in the United States from the National Education Association, the American Federation of Teachers, the Council of Chief State School Officers, Asia Society, and the New York public television station, WNET. Participating countries and regions included Belgium, Brazil, Canada, the People's Republic of China, Denmark, Estonia, Finland, Hong Kong SAR, Japan, the Netherlands, Norway, Poland, Singapore, Slovenia, the United Kingdom, and the United States.

In opening the Summit, U.S. Secretary of Education Arne Duncan said that the devastating tsunami in Japan, which took place shortly before the Summit, was a reminder that the world is more interconnected than ever before—both in times of tragedy and loss and celebration and sharing. The challenges of trying to secure a high-quality teaching force are widely shared and he emphasized that the United States was eager to learn from the experiences of high-performing countries and rapidly improving countries. He argued that much of the conventional wisdom about the alleged difficulty of elevating the teaching profession and the presumption that teachers’ unions are inevitable stumbling blocks to reform, are mistaken. Indeed, as many of the participating nations had shown, government policy can make a huge difference in strengthening the teaching profession and boosting student achievement. In conclusion, Duncan said he wanted to leave the Summit with concrete, practical ideas about how to improve the quality of the teaching profession and how to raise the educational achievement of students.

In his opening remarks, General Secretary of Education International Fred van Leeuwen stressed that globalization and rapid technological change are making education more critical than ever in preparing students for work and citizenship in the 21st century. Teachers’ unions, he said, exist both to protect the interests of their members and to promote high-quality education. He also noted that the Summit was taking place at a critical time: In some countries budget crises are leading to harsh criticism and denigration of teachers and the teaching profession itself. He also noted that while there is a shared understanding about the importance of enhancing the quality of teachers, there is not necessarily agreement among all the stakeholders about either the definition of “quality” or how to measure it. Teaching, he said, is both a science and an art, and some of its most important ingredients—such as passion and communication—are not easily measured. He acknowledged the worldwide need to support positive investments in the teaching profession, and said that the Summit was a unique opportunity for governments and unions to come together for a dialogue about the value of different approaches.

OECD Director for Education Barbara Ischinger stressed that in modern knowledge economies, education is both the key driver of economic growth and a key

social equalizer. Since teacher quality is the biggest in-school contributor to student achievement, we need to rethink how teachers are recruited, reexamine teacher preparation and induction, support teachers in meeting new challenges, and look at how teacher careers and compensation are structured.

An OECD background report, entitled “Building a High-Quality Teaching Profession: Lessons from around the World”, served to frame the



Summit’s two-day discussion. Prepared by Andreas Schleicher, Head of the OECD’s Indicators and Analysis Division, in conjunction with the Summit’s co-organizers, the report draws on international research (conducted by the OECD, the International Labour Organization, and UNESCO) to describe the international evidence base, general principles, best practices, and innovations in the field of teaching. It makes the case that the highest-performing countries have shown that both excellence and equity in achievement are possible; that the quality of an education system cannot exceed the quality of teachers—but that equally, the quality of teachers cannot exceed the quality of the system; and that attracting high-quality entrants into the teaching profession requires fundamental changes in the organization of schools. The Summit was organized around four issues, each of which is discussed below:

- **Teacher recruitment and preparation;**
- **Professional development, support, and retention;**
- **Teacher evaluation and compensation; and**
- **Teacher engagement in education reform.**

For each issue, representatives from participating education systems led off the session by describing their own experiences, and a general discussion followed. During these discussions, participants were frank about the challenges their countries face; the strategies and innovations they are pursuing; and the areas in which there is consensus, controversy, or simply too little research. In their concluding remarks, participants reflected on what actions they intended to take upon returning home.

This report is not a proceedings of the Summit but tries to capture the main issues that arose during the discussions. It should be read in conjunction with the more detailed OECD background report, “Building a High-Quality Teaching Profession: Lessons from around the World,” available at <http://asiasociety.org/node/11990>.

It should be said at the outset that there are wide variations in the contexts of the participating countries, and that what works in one country or region may not be possible in another, but participants all share a common conviction about the centrality of improving the teaching profession. The Summit was a diverse international classroom, bringing together differing perspectives in pursuit of common goals—excellent teachers and effective schools for every child.

This report was written by Vivien Stewart, Senior Advisor for Education at Asia Society, and was reviewed by the partnering organizations. We thank the Pearson Foundation and the MetLife Foundation for their support of the preparation and printing of this report.

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Teacher Recruitment and Preparation

Many countries are deeply concerned about current or potential widespread teacher shortages, especially in certain subjects, or within certain geographic areas or demographic groups. For Brazil, an emerging economy, the primary challenge is how to ensure that students are offered an education in the first place. Both Brazil and the People's Republic of China are wrestling with how to get good teachers in their vast rural areas. Japan and several other countries are anticipating large-scale imminent retirements. In many countries, including the United States, there is a high attrition rate—teachers are simply leaving the profession. In a number of systems, including those of Denmark and Norway, a media climate that berated teachers is believed to have contributed to a decline in the attractiveness and status of the profession. Other systems, such as the one in the Netherlands, made the policy decision to reduce class sizes without having enough high-quality teachers to staff the additional classes that resulted. In most countries, including Belgium, the teaching force does not reflect the increasing diversity of the population. And almost all systems have difficulty attracting men into the teaching profession, especially at the elementary and lower secondary levels.



Some countries have responded to these recruitment needs by lowering their standards for entering teachers. Others have had success with recruitment efforts targeted at specific groups. But a more fundamental reexamination of the nature of teaching in the 21st century—and how to make teaching an attractive and effective profession—is needed. The roles of teachers and the demands placed on them



are also changing rapidly. As systems seek to prepare their students with the kinds of skills required in a science and technology-driven, innovation-oriented economy, they need teachers who can prepare students with the kinds of higher-order cognitive skills to become knowledge workers, not factory workers; who can help every child succeed, not just the “easy to teach”; who can address the increasing diversity of many school systems; and who can adapt to and harness new technologies.

In modern diversified economies, the teaching profession has to compete with other sectors for talent. High-performing countries pay significant attention to attracting, selecting, and preparing high-quality teachers. Participants from Finland and Hong Kong started off this part of the discussion.

FINLAND

Schools have played a critical role in transforming Finland from a timber and agriculture-based economy to a modern, technology-based one. Education has always been respected in Finland, but in the 1960s, the Finnish education system was performing well below the level of other European countries. However, by 2000, a series of thoughtful reforms had made Finland a top-performing country, and one in which all schools perform well. The secret to Finland’s success is believed to be its excellent teachers, of whom Finns are justifiably proud.

In 1979, teacher preparation was moved into the

universities, and eventually, master’s degrees were required of all teachers, even primary teachers, before being given a license to teach. A research-based teacher-preparation system has evolved, in which teachers are expected to understand and be involved in research. They are also expected to have strong content knowledge, a broad repertoire of pedagogical approaches, and training in diagnosing students with learning difficulties and in differentiating

instruction based on learning needs. Strong clinical experience under the supervision of master teachers is also an important part of the training in schools associated with the universities. Teacher-education faculty are carefully selected and must have teaching experience as well as research doctorates.

Over time, as the quality and training of Finnish teachers became evidently stronger, the Ministry of Education gave up its earlier bureaucratic control of schools and devolved more and more responsibilities to local schools and teachers. The Ministry provides only a brief national curriculum framework and sample testing to ensure consistency across schools. Teachers, under the jurisdiction of local education authorities, are responsible for making all other decisions about curriculum, teaching methods, assessing student progress (there are no external tests until the examination at the end of secondary school), and communicating with parents. Every school has a special teacher and pupil support group who support the classroom teacher and intervene early on if any child shows signs of falling behind. This degree of professional autonomy, responsibility, and trust accorded to schools and teachers has in turn made teaching much more attractive as a career. The union—to which 95 percent of teachers and principals belong—is a close partner with the government in bringing about reforms.

Today, teaching is a greatly admired profession in Finland, on a par with other professions. Only one in ten applicants is accepted into programs to become a primary school teacher, for example. Applicants must

go through two rounds of selection by the university: the first is based on their high school record and out-of-school accomplishments; the second, on a written examination on assigned pedagogical books, an observed clinical activity, and interviews on teaching as a profession. These top candidates then complete a rigorous teacher-education program supported by the government. The Ministry also supports ongoing professional development, but there has been less emphasis on induction and mentoring of new teachers—an area Finland wants to improve.

Teaching has become a highly respected, attractive, and rewarding profession in Finland. The challenge is to keep it that way.

HONG KONG

Hong Kong is a Special Administrative Region (SAR) of China and has its own education system. A period of significant education reform started in Hong Kong about a decade ago, after the transfer of sovereignty from the United Kingdom to the People's Republic of China. At that time, there was widespread dissatisfaction with the education system: Teaching was didactic; preparation for public examinations was too time-consuming; and students were not graduating with the kinds of skills required for knowledge-intensive employment. At a time when the society had changed, the economy had changed, and the understanding of learning had changed, only schools had remained static.

An Education Commission was established, and a widespread process of consultation took place to determine the aims of schooling in the 21st century. A series of reforms in curriculum, structure, and assessment were instituted to promote a more learner-centered system. The challenges then were how to get the teachers needed for this new education design, and how to help current teachers adapt to new goals and roles.

Hong Kong's approach has been to: define proper entry requirements; recruit the best potential teachers and train them well; and create an attractive, professional working environment.

Entry Requirements

When Hong Kong's reforms began ten years ago, the first goal was to recruit only college graduates as teachers, and to institute a language proficiency test in the languages of instruction: Mandarin, Cantonese, and English. Subsequently, Hong Kong developed a teacher-competency framework to drive policies and practices with respect to teaching. This framework includes six values (e.g., believing all students can learn, teamwork, passion for professional development) and four domains (teaching and learning, student development, professional relationships, and community service). A strong academic background is essential, but increasingly, Hong Kong is also emphasizing other aspects of what makes a good teacher—leadership, communication skills, the ability to create active and inquiry-oriented learning environments, and the desire to reach out and affect

students' lives. These teacher-competency standards are used to express quality and to act as a roadmap for professional development and for shaping teacher education. But they are not used as "high stakes."

Recruitment and Training

Hong Kong does not have a deliberate policy of attracting top students into teaching but does so by default, because the availability of a university education is still quite limited. Only 18 percent



of a student cohort can have a place at a university, so the teaching corps is automatically selective. An induction program in which all new teachers are paired with master teachers has now been added, and there is a requirement of 150 hours of professional development over the course of three years.

Professional Working Environment

Hong Kong's approach is to provide a powerful framework for reform, to modify the school-leaving and university entrance examinations, to provide resources to schools—and then to leave the development of new learning programs to schools themselves. This builds on the traditional autonomy of Hong Kong schools and is reinforced by analyses of education reforms, which suggest that different stages of reform call for different approaches. Initially government mandates may be necessary, but the Hong Kong government believes that in order to “unleash greatness” in schools, they must be granted the autonomy to create their own educational plans to meet diverse student needs and to create a school culture of learning and professionalism. Therefore, Hong Kong has moved away from mandates and more toward persuasive approaches. There are no government inspectors, for example, and both teacher appraisal and professional development have been devolved to schools.

DISCUSSION

As the Summit participants discussed the examples of Finland and Hong Kong, as well as their own countries' experiences, it became clear that there is wide variation in the quality and status of teachers in different countries and systems. It is not easy to change the status of a profession quickly. But the highest-performing systems have shown that these challenges can be addressed, and that teaching can be turned into a high-status, expert profession through intelligent incentive structures that are thoughtfully implemented over time.

Some of the highest-performing countries have made it a goal to recruit only from the top of the academic distribution, in the belief that the challenges of teaching all children higher-order skills requires the best talent society has to offer. Other countries think that since teaching is such a large profession, it is not realistic to focus only on the academic high-flyers. Other qualities—such as passion and commitment to students—may be equally if not more important. Some systems, like Hong Kong's, have articulated these criteria in a “teacher-competency framework,” which helps to clarify the cognitive skills, intellectual aptitude, and disposition that should be required of entering teachers.

The role of salaries in attracting people into teaching is also complex. For emerging economies like Brazil, the major concern is that resources are too limited to be able to pay competitive salaries for teachers, especially in rural areas. On the other hand, the OECD countries that pay teachers the most do not necessarily have the highest-performing systems. Some countries trade off larger class sizes in return for higher teacher salaries and more time and resources for teachers to continue professional development. Some Asian countries ensure that teacher salaries are competitive with the salaries of civil-service positions, but on average internationally, teacher salaries tend to be somewhat lower than those of other college graduates.

In terms of the distribution of teachers, the targeted use of financial incentives can be very important. In Japan and China, for example, the central govern-



ment pays up to one-third of the salaries of teachers in poorer jurisdictions to ensure more even quality. And the use of bonuses, scholarships, and salary supplements to attract or keep teachers in hard-to-staff schools or in shortage subjects is becoming a common practice around the world.

But when it comes to attracting people into the profession, the public image and work environment of teachers can be just as important as salaries. In Norway, for example, the government worked with the media to reduce the prevalence of “teacher bashing” and to improve the image of teaching. Other countries, such as China and Japan, have public recognition days for teachers, when respect for the profession is emphasized. More fundamentally, a more professional work environment at the school level, with opportunities for career advancement, is needed to attract higher caliber recruits who would otherwise go into other careers. Professional work environments tend to have fewer layers of management; workers are consulted on important decisions; and they have discretion, based on validated expert knowledge, in diagnosing “client” needs and deciding on services.

Initial teacher preparation in high-performing countries starts with clear standards that define what teachers are expected to know and to be able to do upon graduation from their teacher-preparation program. In addition, high-performing countries make sure there are frequent opportunities for extended clinical practice under the supervision of master teachers. Some programs, such as Finland’s, emphasize the development of a prospective teacher’s capacity to diagnose learning problems quickly and accurately, and to apply a wide repertoire of potential research-based solutions. In other countries, such as China, preservice teachers are taught to work collaboratively as “action researchers” to improve lesson quality and to craft effective educational solutions. Thus teachers are seen as part of the knowledge-generation process, rather than simply as “recipients” of research. A strong ethical foundation and a commitment to equality through education also undergird the teacher-preparation programs in high-performing countries.

The increasing challenge of teaching in a diverse, global, knowledge-and-innovation economy means that the highest-performing systems set high standards for entry into teaching and seek to broaden the pool from which teachers are drawn. And in this

context, there was an extended discussion of the implications of the gender imbalance in the profession.

Teachers in the 21st century need a deep knowledge base in their subject matter, as well as the skills to diagnose students’ difficulties and to examine the effectiveness of their own practice. Recruitment campaigns can help to address specific teacher shortages, but attracting excellent people into teaching requires the creation of a more attractive work environment—one in which teachers are treated like professionals. This Summit discussion underscored the importance of a broad and sustained commitment to building a profession that has the high level of knowledge and skills associated with professional autonomy and responsibility.

Professional Development, Support, and Retention

However good a country's teacher-preparation programs are, even the best preservice preparation cannot prepare teachers for all the changes and challenges they will encounter throughout their careers. Moreover, in the short-to-medium term, improvement in school performance must come from the current teaching force, not the new recruits. Therefore, in-service professional development is essential for several purposes: to update teachers' knowledge of subject matter periodically, in light of new developments in the field; to update teachers' skills in light of new teaching techniques and educational research; to help teachers apply changes made to curricula; to enable schools to develop innovations in teaching practice; and to help weaker teachers become more effective.

However, internationally, teachers report that the amount of professional development available is extremely varied, and that much of it comes in the form of one-off conferences and other short-term forms of support that have not been shown to be effective either in the development of teaching practice or the improvement of schools. Nor are professional-development opportunities clearly linked to opportunities to progress in a career and to play a greater role in a school—important factors in developing and retaining teachers.

Thus the key challenges to achieving effective professional development are quality and relevance. Also, since much professional development is organized and offered at the local level, it is important to consider whether or how it can be improved from the policy level. The People's Republic of China and England led off the discussion in this session.

THE PEOPLE'S REPUBLIC OF CHINA

For the past twenty years, the People's Republic of China has been expanding elementary, secondary, and higher education at an astonishing rate. Today China is going beyond the focus on educational access to a focus on educational quality. Therefore, improving teacher quality is crucial.

China has 12 million teachers, more than any other country. Teachers have always been respected in China, but the country's economic growth has created



great competition for educated talent. So attracting teachers is now a major focus of national policy. Under the 2010–2020 Education Plan, China is trying to raise the social status of teachers by highlighting their role in economic development; raising their salaries to match the salaries of local civil servants; and creating an atmosphere in which teachers are highly respected.

Over the past few years, the quality of rural teachers has already been improved. For example, in 2006 the central government created and paid for special three-year posts, to enable provinces to hire more and better qualified teachers. Provinces hired 185,000 new teachers, and 87 percent of them continued teaching after three years.

The Ministry of Education is also designing a step-by-step process of professional development that is linked to a career ladder of beginning-, middle-, and high-level teachers. Teachers will also have to undertake 360 hours of professional training over the course of five years in order to be recertified.

As with recruitment, there is a strong focus on the professional development of teachers in more rural areas. In 2010, 1.1 million teachers received professional development, with an emphasis on twenty-three provinces in central and western China. In addition, upper-level students from teachers' colleges undertake a six-month internship in a rural school—which in turn allows the regular teachers from rural communities to leave for six months of professional development. There is also extensive use of technol-

ogy to support teachers through satellite-based transmission of training and professional-development programs led by master teachers.

A thirty-year effort in education reform has significantly raised the quality of basic education in Shanghai—the leading educational province in China, with 1.86 million students and 3,000 schools. Results from the OECD Programme for International Student Assessment (PISA) in 2009—the first in which

Shanghai participated—provide a strong indicator of this success: Shanghai students had the highest performance overall in reading, math, and science, with high proportions of students in the top-two scoring levels and low proportions in the bottom.

The key to Shanghai's success has been its focus on teacher quality. Shanghai has not only raised the academic requirements for teachers but also provides them with professional development, so that they can keep up with new skills and technologies. In keeping with the Chinese tradition of open classrooms, every teacher must have several open classes each year, so that other teachers—including trainees—can learn from them. This practice also puts a subtle pressure on teachers to improve, since in principle, anyone can walk into any class at any time. A weekly system of teacher development—led by the school's master teachers—helps to develop the skills of newer teachers. And, following the Chinese tradition of teacher research, each of Shanghai's eighteen districts has a teaching or research officer to provide guidance for local schools. Shanghai has also tried to develop a more democratic environment in schools—for example, by having teachers and students eat lunch together, and by including student surveys in the teacher evaluation process. Finally, Shanghai province has placed a major focus on increasing equity in student achievement. It has done so, in part, through a policy of rotating master teachers and of sharing curriculum materials and teaching practices between stronger schools and those in poorer or more rural parts of the province.

ENGLAND

The current Conservative–Liberal government had only been in place for ten months at the time of the Summit. Under the previous, Labour government, there were improvements in education in England, but more needs to be done. The Secretary of State for Education pointed out, as examples, that the 2009 PISA results indicated that Shanghai students were two years ahead in English and math, and that performance in English is better in Singapore than in England. He said that the government’s policy is to be “tight on knowledge, loose on school context, and tight on measurement.” Education professionals need to become more knowledgeable about their craft, about related subjects such as neuroscience, and about developments in their fields. Since there is a need to strengthen math and science teaching, especially at the elementary level, the government has collaborated with industry to set up new centers for math and science teaching. Singapore has provided advice on primary-school math, and primary-school math specialists are being trained. At the same time, the current government is placing a major emphasis on giving more autonomy to schools in order to “unleash greatness.” They believe that reform needs to be led from the center but cannot be successful when it is purely “top down.” The national curriculum is being trimmed back to give teachers more time to teach, and academy schools can opt out of the national curriculum if they are both high-performing and willing to partner with a low-achieving school. The government is trying to create the ethos that becoming a great school and a national leader has to involve helping others. Finally, the government is also “tight on measurement.” Reform should not leave results to chance: There is a need for testing and data to see what is working and what is not.

Greater school autonomy brings greater demands for school leadership. A review of the international literature on school leadership by McKinsey and Company argued that, in England, 93 percent of schools with good leadership

had good educational achievement. Strong leadership is also key to turning around underperforming schools. In England, there is a large performance gap between the affluent and the poorest 20 percent of students. With this in mind, a new program called Future Leaders seeks to identify outstanding teachers—teachers who believe that all children can learn, and who have the leadership capacity to move schools to higher performance levels. The program, which admits one out of ten applicants, looks for cognitive skills, interpersonal skills, resilience, integrity, and humility. The focus is on teacher development and instructional leadership. Although Future Leaders is still at a fairly early stage, schools with leaders in the program are improving at more than twice the national average rate.

Commenting on the government’s reform proposals, the two English teachers’ unions said that there was a broad consensus between government and unions on the goal of raising standards for every child. However, there is not consensus on how to achieve this—particularly in relation to the development of school academies. There have been a number of recent useful changes in initial teacher training, professional standards, and standards for school leadership. However, for reforms to be successful, teachers need the right conditions to do the job—in terms of having enough time, being able to participate in professional learning communities, and being involved in the development of policy.



DISCUSSION

One point on which there was clear agreement among Summit participants is that new teachers need support and mentoring in their first year or two of teaching. Yet the proportion of beginning teachers who do not receive mentoring and induction varies enormously between the countries represented at the Summit: from less than 10 percent to more than 70 percent. In some high-performing countries, teachers begin professional service

with one or two years of heavily supervised teaching—often receiving a reduced teaching load—and are mentored by master teachers. New teachers are not left to “sink or swim” in the most challenging schools—a practice that in the United States leads to high turnover rates among teachers in their first five years of practice, and costs school districts billions of dollars.

For more experienced teachers, the availability of professional-development opportunities is also highly uneven in many systems—a situation that could be rectified by a policy provision of an entitlement to a certain amount of professional development. It is also essential to focus on more effective forms of professional development—such as ongoing collaborative learning communities—and to link them more closely to the instructional goals of schools and to career opportunities for teachers. Three examples of systems that have developed comprehensive and systematic approaches to professional development that reflect these characteristics were discussed in this session of the Summit: those of Japan, Singapore, and Finland.

In Japan, all teachers participate in regular lesson studies in their schools. The tradition of lesson study—in which groups of teachers review their lessons and consider how to improve them, in part through analysis of student errors—not only provides a mechanism for teachers to engage in self-reflection but also works as a tool for continuous improvement. Observers of Japanese elementary-school classrooms have long noted the consistency



and thoroughness with which a math concept is taught, and the way in which the teacher leads a discussion of mathematical ideas, both correct and incorrect, so that students gain a firm grasp on the concept. This school-by-school lesson study often culminates in large public research lessons. For example, when a new subject is added to the national curriculum, groups of teachers and researchers review research and curriculum materials, and refine their ideas in pilot classrooms for more than a year before holding a public research lesson—which can be viewed electronically by hundreds of teachers, researchers, and policymakers.

In Singapore, all teachers are entitled to 100 hours of professional development per year. This may be undertaken in several ways. Courses at the National Institute of Education focus on subject matter and pedagogical knowledge. School-based professional development, led by the school’s master teachers, focuses on achievement problems or new learning practices and needs that have been identified in each school. Every school has a fund through which it can support teacher growth, including travel abroad to examine specific aspects of practice. And in 2010, a new Singapore Teachers Academy was launched, through which master teachers in each subject area can design and offer courses and workshops for their colleagues. The aim of the Singapore Teachers Academy is to give the teaching profession more autonomy in professional development.

Finland’s approach, as discussed in the earlier section, is to focus on getting the right people into teaching,

and training them well before they start teaching. After that, Finnish teachers and schools have a lot of autonomy for professional development within a national framework of financial and time support.

For the teaching profession to improve, teachers need to see themselves as autonomous professionals rather than just the subjects of management. To achieve this, they need to have the skills and knowledge associated with profes-

sionals. But education is not yet a knowledge-based industry, and there is a particular need to get the culture of research to the school level—with teachers acting as “action researchers,” not simply as the objects of research.

All the Summit participants agreed that there is a need for opportunities for more effective and consistent continuous learning. But there are real, practical constraints on creating robust professional-development systems—in particular the cost of substitute-teacher salaries, and the additional demands placed on teachers’ time. In countries that are pushing their education systems to improve, a teacher’s real work week is much longer than the official one. And in a number of countries—such as Estonia, Canada, Poland, and Japan—this is leading to complaints from teachers, who say that in order to keep up with the many new reforms being implemented, they must take too much time away from their students or families. Some education systems have addressed the cost question by trading off larger class sizes for more professional development time.

Finally, in this session, a number of countries reported that they have begun to place a greater focus on the identification and preparation of school leaders. As systems devolve more autonomy to schools, the quality of school leadership is becoming more critical to success. For example, Poland is entering a new phase in its education reforms, with a focus on developing the capacity of schools and improving the way school leaders function in order to provide a better environment for teachers. Canada, Estonia,



England, and Singapore have all developed programs to identify and train leadership talent. The quality of an applicant’s teaching is usually an important factor in the selection of potential school leaders. High-performing principals focus on instructional leadership and see the development of teachers as their most important task. Distributed leadership models, with teams of master teachers working closely with the principal, are being encouraged through these new leadership programs.

Teacher Evaluation and Compensation

All education systems need to assess the work of teachers and compensate them for it. The TALIS international survey of teachers shows that the vast majority of teachers welcome appraisal of and feedback on their work, and report that it improves their job satisfaction and effectiveness as teachers. There is a whole spectrum of ways in which systems do this, ranging from low-cost conversations between a principal and a teacher to very elaborate systems with extensive data collection. However, overall, too many teachers report that they do not receive any feedback on their work, and evaluation is often perceived as an instrument of compliance rather than development. Teachers also report that evaluation has limited impact in terms of public recognition, professional development, careers, or pay. Singapore has a well-developed Advanced Performance Management System, which formed the case study to lead off the discussion of this critical but often contentious area.

SINGAPORE

Singapore is widely viewed as a model because of the comprehensiveness and coherence of its teacher-development system. Over time, Singapore has created one of the top-performing education systems in the world by 1) recruiting prospective teachers from the top 30 percent of academic performance; 2) providing financial support during training; 3) benchmarking the entry-level salary to those of other colleges graduates; 4) providing 100 hours of extensive professional development per year to every teacher; and 5) providing a systematic set of career paths (master teacher, curriculum specialist, and principal). Evaluation and compensation are part and parcel of this broader framework, and professional development and advancement are tied to performance evaluations.

Singapore's Advanced Performance Management System is not intended to calibrate teacher ability digitally or to rank teachers. It is intended as a holistic appraisal, devised at the national level but implemented and customized at the school level. It assesses key competencies, including 1) the role of teachers in the academic and character development of their students; 2) the pedagogic initiatives and innovations teachers have developed; 3) the professional development they have undertaken; 4) their contribution to their colleagues and the school; and 5) their relationship to community organizations and to parents.



Singapore believes in competitive salaries for teachers, who are considered to be civil servants. Singapore's goal is to "remove salary as a consideration" in making a career choice to be a teacher. In such a dynamic economy, and with such fierce competition with other sectors for talent, the Singapore Ministry of Education offers a substantial annual salary while teachers are in training. Entry-level salaries are established by periodic benchmarking against those of other

Learning outcomes are defined broadly, not just by examination results. The evaluation is conducted by several professionals in the school, including department heads and the principal. The standards for the evaluation were developed as a pilot ten years ago, with cooperation and input from teachers, and have been refined over time as new issues and conditions develop.

The purpose of the evaluation process is to create a regular dialogue between teacher and supervisor that is frequent, clear, and detailed regarding ways the teacher can improve. Teachers create a plan at the beginning of a year, which is reviewed and followed by mid-year and end-of-year reviews. The evaluation process is intended primarily as a development tool. Areas of weakness become the focus of the teacher's professional-development plan for the following year. It is also intended to help teachers keep up with change. High-quality implementation and open dialogue are key to the evaluation system. The process is time-consuming, but it takes a lot of effort to get people into the profession, and developing a competent teacher is seen as a lifelong undertaking.

Principals are also evaluated. Their evaluations are based on how clearly they define their vision for the school, and how they lead their team to accomplish their objectives. Developing the talents of teachers is considered a major part of a principal's role. The Ministry of Education's role is relatively unobtrusive: to frame the process, and to look at the consistency of implementation across schools.

graduates (salaries are not set through a collective-bargaining process). For experienced teachers, there is a performance-based bonus element of up to 30 percent on top of the salary. The Ministry of Education regards compensation as a necessary but insufficient condition for attracting top talent into the teaching profession. Opportunities for advancement through its three career tracks (master teacher, curriculum specialist, and principal) and a rich array of professional-development options are considered an integral part of the approach to teacher excellence.

DISCUSSION

Teacher evaluation is essential for improving both individual performance and collective school outcomes. But designing effective teacher-evaluation systems requires careful balancing of the objectives of improvement and accountability, discriminating selection of criteria, and the training of evaluators. Whatever approach is taken, the criteria against which teachers are evaluated need to be very clear and perceived as fair.

The criteria widely used to evaluate teachers include 1) teacher qualifications, including credentials, years of service, degrees, certifications, and other relevant professional development; 2) how teachers operate in classrooms, including attitudes and expectations, as well as strategies, methods, and actions employed in their interaction with students; and 3) measures of teacher effectiveness, based on an assessment of

their contribution to students' learning outcomes, as well as their knowledge of their fields and of pedagogical practice. The criteria selected for the evaluation process need to be broad so as not to distort educational processes.

The evaluation approaches of countries participating in the Summit vary widely—from structured, government-mandated performance-management systems like Singapore's to school-based systems relying on self- and peer-appraisal, like Finland's. Denmark argued in favor of a less complicated approach: Good school leaders should be in classrooms regularly, discussing teaching directly with teachers. Denmark has adopted a teacher-evaluation scheme, which 94 percent of its teachers voted for. The Canadian province of Ontario has a system with some similarities to Singapore's, with evaluations based on sixteen competencies that are set by a professional college managed by teachers and principals. New teachers are reviewed twice a year; experienced teachers, once every five years—but all teachers have annual learning plans. However, unlike Singapore, Ontario's evaluations are not linked to salaries.

Some countries, such as Norway and Japan, place great emphasis on the school as the unit of evaluation. In Norway, the move toward “team teaching” means that students are increasingly shared among a group of teachers. In Japan, great emphasis is placed on teachers working collaboratively to improve performance. Poland has been wrestling with this issue for some time. It previously had a system of individual teacher appraisals, but this degenerated into a simply bureaucratic process, illustrating the point, from the Singapore example, that the training of evaluators and maintaining an open dialogue are crucial to making any appraisal system work. Poland is currently considering the development of school-level evaluation before it embarks on the development of a new system of individual teacher evaluation.

Several participants expressed the view that teacher evaluation is an area in which policymakers can inadvertently do harm. Teacher evaluation can be used to construct a profession, as has been done in Singapore. But badly designed evaluation can have multiple negative effects. There is a need to be cautious about using student assessment on a narrow range of outcomes as the sole basis for measuring teacher competency. It is complicated to disaggregate the specific contribution of an individual teacher. What one teacher achieves is not independent of what his or her colleagues are doing or have done in past years. Also, evaluation systems can create powerful incentives for teachers to focus on preparing students for tests which can become a problem if those tests only measure a narrow range of skills. The value of teacher evaluation in a system like Singapore's—in which there is a system for supporting the growth of professionals—is quite different from the value of teacher evaluation in a system in which teachers are not well trained or well supported.

Opinions vary over whether teacher evaluation should be tied to compensation, with both proponents and opponents among high-performing countries. Some Summit participants argued that clear distinctions need to be made between the evaluations of students, teachers, institutions, and education systems, and that blurring those distinctions can lead to unforeseen consequences. A number of participants argued that compensation should not be tied to evaluation because it is not fair to put the burden of a dysfunctional school system primarily on individual teachers and because such



systems can have negative side effects. For example, a study of the Blair government’s performance-based pay system in England found that while there did not appear to be discrimination on the basis of most measures, there did seem to be discrimination on the basis of race. Concerns about discrimination were in fact one of the reasons behind the creation of a single salary schedule and tenure system—arrangements that some Summit participants now worry are antiquated.

Despite these concerns, about half of OECD countries have moved to include some element of financial reward for performance. And the TALIS study of teachers showed that while teachers welcomed appraisal and feedback, many said that a good appraisal too often does not lead to any recognition or reward.

In the United States, the evaluation system is widely seen as broken—typically consisting of so-called drive-by observations of teachers, cursory evaluations with little actionable feedback. In many districts, teachers do not believe that the principal has the expertise to evaluate teaching and learning, nor do they believe that professional-development support will be provided so that they can improve. Currently, there are a variety of experimental evaluation systems underway around the country, including one developed by the American Federation of Teachers (AFT) that is taking place in 100 pilot districts. The AFT is trying to create a system that has clear standards for high-quality teaching, that ties together development and evaluation, and that

includes due process.

The U.S. Department of Education is making teacher appraisal a large part of its current reform agenda, as a way to improve the quality of teaching and learning. The experiences of other high-performing countries suggest that to effectively improve student achievement, appraisal needs to be carried out in the context of more comprehensive approaches to teacher recruitment, training, and development. While evaluation, including measures of student achievement and growth, is controversial, there is much to learn in this area through experimentation and innovation, which the U.S. Department of Education is trying to encourage.



Teacher Engagement in Education Reform

A perennial problem of education reform is the large “implementation gap” that occurs between policy change and what actually happens in classrooms. Reforms invariably fail if teachers do not understand them, have not bought into them, or don’t have the capacity to implement them. So there is a critical need to engage teachers, both at the school level and at the level of teachers’ organizations. While there are clearly major areas of disagreement between governments and unions, there are many examples of countries where real teacher engagement in the design of reforms has produced positive results. Norway and the United States started the discussion for this session.

NORWAY

In the early 2000s, Norway experienced a “PISA shock” when the results revealed that their education system was not as high quality as they had assumed. There were hearings in Parliament, as well as new national legislation to raise standards—legislation that included national tests and new forms of teacher



professional development and appraisal. The first national tests, issued in 2004, had significant problems, to which teachers strenuously objected. They were redesigned in 2006 with the cooperation of the Norwegian teachers' union, which represents 85 percent of teachers. There were significant difficulties in implementing the reforms, because Norwegian municipalities and districts are independent political entities. But cooperation between the national government and the national teachers' union enabled the reforms to proceed, and the results of the 2009 PISA indicated progress in Norway's student performance.

In 2009, SPARK (or GNIST in Norwegian) was created to raise the status of the teaching profession, to revamp teacher education, to increase the amount of high-quality professional development within a framework of agreed-upon teacher competencies, and to improve the quality of school leaders. SPARK brings together the Ministry of Education, teachers unions, and organizations representing teacher education and school leaders at both national and regional levels. As a result of this collaboration, positive portrayals of the teaching profession in the media rose from 14 percent in 2008 to 59 percent in 2010, and in 2011, the number of applications to teacher education institutions increased by 38 percent and included a significant increase in the number of male applicants.

Norway has thus drawn on the Baltic tradition of structured social dialogue between government and unions—and indeed between all stakeholder groups—to move education forward.

THE UNITED STATES

The United States is currently involved in what the U.S. Secretary of Education referred to as “tough-minded collaboration” between management and teachers' unions in order to improve student achievement. This is occurring at a challenging time,



as some states are reducing or removing unions' collective-bargaining rights. Although the United States is widely seen around the world as an innovator and certainly has many excellent schools, it has not been able to make the kind of fundamental, systemwide changes that Singapore, Finland, Hong Kong, and Shanghai have made to raise overall results for schools. The United States, in some districts and in some states, does indeed have many of the best practices discussed in the Summit, but it has not created a coherent system that will attract, keep, and develop a high-quality, effective teaching profession. The United States needs to be able to engage teachers on a wider scale if it is to get all schools to where they need to go. “This is the toughest work in public education today,” said Secretary Duncan.

There are notable examples of collaboration between management and unions across the country at both state and local levels. And at a recent conference hosted by the U.S. Department of Education, school superintendents, school boards, and unions discussed how to use collective-bargaining agreements to improve student achievement. The goal of this “labor-management collaborative” is to turn collective bargaining into a platform for scaling innovative and collaborative approaches to improving student outcomes. It is amplified by the efforts of the American Federation of Teachers, which is working with 100 districts to develop a framework for combining teacher evaluation and professional development. The National Education Association has a Commission on Effective Teachers and Teaching that is working on these issues as well.

In fact, the idea for this Summit came out of a shared interest, on the part of the national unions and Secretary Duncan, to learn from other countries about how to improve education systems and how to work collaboratively with teachers and their organizations. There are areas of disagreement between the U.S. Department of Education and the two national teachers unions, but the parties have not let that interfere with continued communication.

DISCUSSION

There are different models of union–government relationships around the world. For example, while 85 percent of teachers are members of the union in Norway, less than half of Polish teachers belong to the union. And in Asia, some high-performing systems (like those of Japan and Hong Kong) have strong unions, while in other systems (such as those of Singapore and China), teachers’ organizations engage in professional development and representation but are not involved in collective bargaining. In the Netherlands, there is a professional teachers’ association that is separate from the union.

Despite the variation in models, it is clear that strong cooperation between government and teachers’ organizations is essential to making progress. Clearly, poor teacher-management relations can stifle education reform. In Ontario in the 1990s, for example, a very confrontational relationship existed between the provincial government and the teachers’ unions, and, as a result, education reform was at a standstill. When a new provincial government took office in 2004, it immediately sought to reverse this situation by signing a new collective-bargaining agreement, sending Ministry of Education staff to spend time in schools listening to teachers, and by creating an Education Partnership table, which regularly brought together a wide range of stakeholders to help design a successful, provincewide initiative to improve literacy and numeracy and to reduce

high-school dropout rates.

In Slovenia, after the political change of the early 1990s, everything in education was restructured, including curricula and education leadership. Teachers’ unions were involved every step of the way in shaping the reforms. This collaborative approach made the reform go more slowly, and there were some occasions when it almost stalled over issues of teacher workload. But in the end, it succeeded. Another example of successful collaboration is in Denmark, where the engagement of both the teachers’ union and researchers has helped to create a campaign to reduce the number of students who leave school without skills.

The importance of mutual trust between government, society, and teachers was a theme echoed by Finland, where, over time, as teacher quality has increased, the Ministry of Education has devolved more and more authority to schools and teachers to make educational decisions within a broad national framework of goals. Trust is a key ingredient of successful education reform, but it cannot be legislated. It can be built only through constant consultation between all the stakeholders.

There are many stakeholders in education: students, parents, educators, employers, and taxpayers. This makes finding the right balance complex, but constructive dialogue between education authorities and teachers’ organizations is essential to achieving reforms that work. There is a large overlap between the conditions that support teachers’ development





participant put it, “You can’t bludgeon people into greatness.”) There is significant overlap between the professional conditions that teachers want and the conditions that are needed for school improvement, but there are also areas in which the two may not be aligned. Societies have different political traditions to be managed and the tensions between and within different stakeholder groups, including teachers’ organizations and governments, are real. But many systems

and those that are conducive to student learning. Nevertheless, as a delegate from Estonia reminded the group: Schools exist, first and foremost, to serve children, not adults.

At the school level too, teacher engagement in reforms is crucial. Participants from England pointed out that if reforms are imposed without consulting teachers—and without making sure they understand them and have skills to carry them out—then such reforms are likely to be resisted by teachers. Education systems that have it right find ways to engage teachers early on in the process. (In this area, some participants suggested that information technology and social-media tools might provide new ways to facilitate “teacher voice” in the planning and implementation of reforms). Leaders need to take the time to build consensus on the goals of the reforms; give teachers enough time and tools to make the changes; and use evidence and feedback to see if the reform is working. The most advanced systems go beyond consultation, to involving teachers as architects of change. In such systems, schools become true learning communities, capable of continuous improvement. If teachers are given a more central role and a higher level of responsibility in bringing about educational progress, then the status of teaching improves, and this in turn attracts more talented people into the profession.

There was consensus among participants that major improvement of education systems is imperative. And that there needs to be not just pressure, but also support for such improvement. (As one

have found ways to work constructively with teachers’ organizations by establishing structures and processes for consultation—both at the school level and the national level. Inclusive, consultative policy processes may be slower and do not necessarily prevent conflict, but over time, such approaches seem to pay dividends.

Conclusions and Next Steps

The Summit discussions revealed that education leaders around the world are deeply aware of the challenges of creating education systems for this new era of rapid change and globalization. Greater educational excellence and educational equity are both essential to the future success of societies and individuals. Countries around the globe are reforming national and regional education policies to increase access and achievement, but no policies will succeed unless there is stronger capacity at the school level to raise the efficacy of teachers and to enhance teaching and learning.

How to achieve consistency in teaching quality has now become central to the agenda of every education system. This was, therefore, a very timely Summit. The stakes are high; this cannot be business as usual. The tone of the Summit conversation was frank, open, and constructive—indicative of the shared awareness of the seriousness and depth of the challenges we face.



In closing the Summit, OECD Secretary-General Angel Gurría said, “The promise of education holds only when students have access to effective teachers.” And as Education International President Susan Hopgood concluded, “Teachers’ organizations can bring that all-important resource of a connection to their members in the search for better understanding of what really happens in our classrooms and what works in education today.”

CONCLUSIONS

A number of key overarching lessons emerged from the Summit.

First: Significant change is possible. Contrary to what is often assumed, a high-quality teaching force is not due simply to a traditional cultural respect for teachers; it is a result of deliberate policy choices that are carefully implemented over time. Cultural context clearly matters. Different cultures have different ideas about the role of teachers and the teaching profession. Nevertheless, there are many success stories to share. The highest-performing countries show that thoughtfully designed and purposefully executed systemic efforts can build a high-quality teacher workforce. This was one very hopeful message that resulted from the Summit.

Second: To succeed, reform efforts cannot tackle just one small piece of the puzzle but must instead be part of a comprehensive approach. Teacher policy needs to be linked to curriculum reform and school-management reform. New kinds of school leadership, for example, are central to creating and sustaining the conditions that make professional practice possible. High-quality education is the result of a system, not just of the work of individual teachers. If you put a high-quality teacher recruit into a dysfunctional school environment, “the system wins every time.” The quality of an education system cannot exceed the quality of its teachers—but neither will the quality of teaching exceed the quality of the systems in place to recruit, train, develop, and advance teachers.

Third: The discussions echoed the importance of “getting it right from the start.” High-performing systems build their human resource systems by putting the energy up front in attracting, training, and supporting good teachers rather than on the back end of reducing attrition and firing weak teachers. Trust, cooperation, and a common ethical commitment to equality through education are required of all the institutions involved, including the colleges and universities that educate our future teachers.

Fourth: Making teaching an attractive profession requires more than recruitment campaigns. It means supporting continuous learning; developing career structures to give new roles to master teachers; and engaging strong teachers as active agents in school reform, not just as implementers of plans designed by others. Teachers need to be respected

as skillful professionals and active masters of educational advancement. This will require strengthening the knowledge base of education and developing a culture of research and reflection in schools, so that teaching and learning can be based on the best available knowledge.

Fifth: The area of sharpest discussion and disagreement was certainly the design and implementation of fair and effective teacher-evaluation systems. On this issue, a host of questions and issues were raised: 1) the balance between teacher and school evaluations; 2) the definition of “quality,” and which criteria to use; 3) the need for evaluator training; 4) ways to protect teachers from discrimination; 5) whether and how evaluations should be tied to compensation; 6) the dangers of distorting an education system by relying on narrow measures of effectiveness; and finally, 7) the importance of seeing teacher evaluation within the broader context of what makes a successful education system. All of these are issues and questions that must be addressed in future work on this subject.

In order to make progress on any of these fronts, it will be essential for governments and teachers’ organizations to work together to invent a new vision for the teaching profession. There is no quick formula for raising the status and quality of teaching. It requires a long-term commitment—one that transcends government terms. It will also be necessary to move from a conversation among elites to engage a broader dialogue with other stakeholders in the system. How could the dialogue that took place at this Summit be extended so that it reached parents, students, employers, and taxpayers in every school district? Several participants suggested that information and social-media technologies could be used to give broader voice to teachers, parents, students, and others who have a stake in the success of the education system.

Finally, Summit participants agreed that there was enormous value in learning from international comparisons on this subject. Such comparisons help us get outside our own contexts and established patterns of thinking; show where some of the successes and failures have been; and broaden our views of possible options and trade-offs. They help us to think anew, to encourage innovation, and to design new approaches informed by the world’s best practices. This Summit—which brought together participants with varied perspectives and knowledge—should therefore be the springboard for ongoing discussions of teacher policy in the 21st century.

NEXT STEPS

The Summit highlighted some of the world's best human resource practices that are raising achievement in schools. In the final session of the Summit, each participating country discussed its own take-home lessons and possible "next steps." (This discussion can be viewed online at <http://media.rampard.com/cotl/20110317/doi/default.html>)

The next steps taken by each of the participating systems will depend on their particular challenges and stage of development, and will require extensive discussions in their home countries. But some common proposed key takeaway actions included the following:

- Raising the quality and rigor of teacher-training programs, linked to professional standards;
- Attracting high-quality and motivated teachers, especially from underrepresented groups or geographic regions;
- Creating a more robust evidence base for teaching and learning, including preparing teachers to participate in research on best practices and student outcomes;
- Designing a comprehensive but cost-effective professional-development system, with input from teachers;
- Redesigning training for school leaders and school boards to support teaching and learning;
- Creating a teacher-appraisal system to promote professional improvement and student learning; and
- Making policy development a partnership between government and teachers' organizations, and including a broad range of stakeholders in the process of improving the system.

Overall, participants recognized that top-down government policy alone will not create improvements at scale, and that it is necessary to build professional capacity for continuous improvement in schools. Doing so involves increasing respect for teachers, developing teachers' professional

skills and work environments, and strengthening the trust between the government, teachers, and the public. However, these things cannot be instantly legislated; they must be worked on over time.

In conclusion, a single summit cannot hope to provide a complete understanding of all the thinking and strategies being employed by the participating countries, and the ways in which they have adapted their strategies to their own cultural and political contexts. However, this Summit did make clear that a broad and sustained commitment to building a profession—with clear standards, and in conditions that provide sufficient autonomy and intelligent accountability—yields results in terms of student achievement. No single nation has a monopoly on educational excellence. As educators face the task of preparing students for success as workers and citizens in this increasingly interconnected world, we are all eager to learn from one another.

In closing the Summit, U.S. Secretary of Education Arne Duncan said, "We have a great deal to learn from other nations that are out-educating us today. As the United States seeks to revise its elementary- and secondary-education act—with the goal of providing a world-class education for all its students—it will be looking around the country and around the world to learn from the world's best practices in raising the quality and effectiveness of teaching." Secretary Duncan also committed to hosting a second summit in 2012, and the Netherlands delegation indicated a willingness to host a third summit in 2013.



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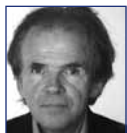


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