



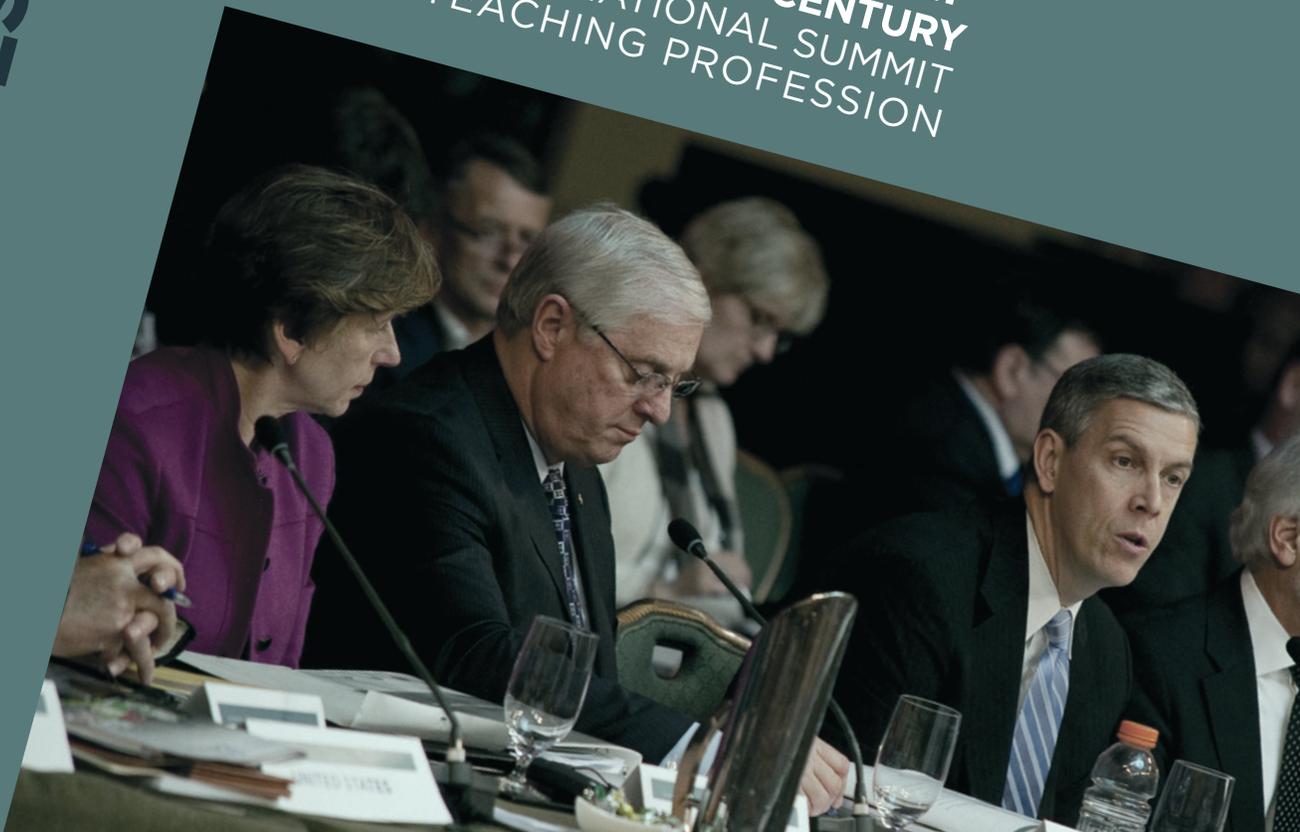
Asia  
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Global Learning



**TEACHING AND LEADERSHIP  
FOR THE TWENTY-FIRST CENTURY**  
THE 2012 INTERNATIONAL SUMMIT  
ON THE TEACHING PROFESSION

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PROFESSION**  
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**This report is available at: [AsiaSociety.org/teachingsummit](http://AsiaSociety.org/teachingsummit).**

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## Introduction

**T**eachers are the single biggest in-school influence on student achievement and teacher quality is therefore central to improving education systems around the world. While some countries have a plentiful supply of high-quality teachers, many countries struggle to compete with other sectors for teaching and leadership talent. This challenge grows ever more acute as the demands on education systems become more ambitious—to prepare all students with the knowledge, skills, and dispositions for success in an increasingly globalized and digital world.

This challenge brought ministers of education, teacher union leaders, outstanding teachers, school leaders, and other education experts from twenty-three high-performing and rapidly improving countries and regions to New York City on March 14 and 15, 2012, for the 2012 International Summit on the Teaching Profession. The Summit was convened by the United States Department of Education, Organisation for Economic Co-operation and Development (OECD), and Education International in cooperation with U.S.-based education partners the National Education Association (NEA), the American Federation of Teachers

(AFT), Council of Chief State School Officers (CCSSO), National Board for Professional Teaching Standards (NBPTS), Asia Society, and the public broadcaster, WNET.

Participating countries and regions included Belgium, Canada, the People's Republic of China, Denmark, Estonia, Finland, Germany, Hong Kong SAR, Hungary, Iceland, Indonesia, Japan, the Republic of Korea, the Netherlands, New Zealand, Norway, Poland,



## The 2011 Summit successfully demonstrated that even seemingly intractable problems had been solved in different countries around the world.

Singapore, Slovenia, Sweden, Switzerland, the United Kingdom, and the United States. These countries and regions are all high-performing or rapidly improving as measured by performance on OECD's 2009 PISA.

The first International Summit on the Teaching Profession, held in 2011, was truly a first in many respects. It was the first-ever international summit on the teaching profession. And it was the first to bring together ministers of education and teacher union leaders at the same table. The goals of the first summit had been to put a spotlight on the importance of the teaching profession, and to begin to share the world's best policies and practices in developing a high-quality profession.

If international meetings can be described as game changers, then this was surely one. The 2011 Summit successfully demonstrated that even seemingly intractable problems had been solved in different countries around the world.

The first Summit made clear that the highest-performing countries do a much better job than others of recruiting, preparing, supporting, and retaining talented teachers and school leaders. Teachers are paid salaries that are more competitive with compensation in other fields that require graduate qualifications, and are offered career ladders, as well as opportunities for professional growth, feedback, and leadership roles. These countries have developed effective teacher policies in a deliberate, systemic way over a period of years, rather than through piecemeal policy changes. However, many other countries are failing to recruit and retain enough high-quality teachers, especially in shortage fields and disadvantaged areas. They also do not yet provide adequate preparation for today's challenges, or develop top-notch school leaders who can lead schools to higher achievement.

The second Summit attracted even more countries and regions than the first. Twenty-three countries and regions participated, up from sixteen in 2011. The theme for the 2012 Summit, Preparing Teachers and Developing School Leaders, was chosen based on feedback from the first year's participants. It was designed to delve more deeply into three specific topics:

- **Preparing teachers to deliver twenty-first century skills**
- **Matching supply and demand**
- **Developing school leaders**

In opening the Summit, US Secretary of Education Arne Duncan recognized the impact of the first Summit, which helped to shape a new and unprecedented \$5 billion program to strengthen and elevate the teaching profession in the United States. Named RESPECT - for Recognizing Educational Success, Professional Excellence and Collaborative Teaching - the proposed program was announced by President Obama in February 2012, and is being shaped with input from teachers' unions and by roundtable discussions with teachers across the country. RESPECT's principal goals will be: to support state and local efforts to attract top-tier talent into education; to prepare teachers well; to create a career continuum with competitive compensation; and to support evaluations and professional

development for teachers and school leaders. Secretary Duncan said that he hoped the second Summit would provide another powerful learning opportunity for the United States as well as other countries to learn from the successes and challenges of others in preparing teachers and developing school leaders. “With teaching morale low and with a real need to recruit about one million teachers into the profession over the next four to six years,” he said, “we must take a challenging situation and use it as an opportunity to drive transformational change.”

In his opening remarks, Yves Leterme, Deputy Secretary-General of OECD, stressed OECD’s core belief that education is the key driver of both national and individual potential. Since the quality of the teacher is the single biggest in-school factor predicting student achievement, effective teachers and school leaders are at the very heart of education policy. Education is also the greatest equalizer, the one force that can consistently overcome differences in background and culture, but this promise only holds true when every student has access to excellent teachers.

Looking to the future, the academic content and routine cognitive skills that are central in education systems today will not suffice in a world where students can access unlimited content on Google, where classrooms are increasingly diverse, and job profiles are changing rapidly. In order to equip students with the competencies to be active citizens and workers, teachers need to become high-level knowledge workers, capable of creating 21<sup>st</sup> century learning environments. So effective teacher recruitment, training, and ongoing professional development of teachers are crucial for student learning. And all this hinges on effective leadership.

Moreover, reforms don’t work if they are top-down—if teachers are treated as just “part of the problem”. Teachers need to be central to solutions; in this, teachers’ unions can be powerful allies. Successful reforms also need realistic timeframes, sustained financing, and change management skills, backed by robust evidence of what works. Deputy Secretary-General Leterme committed OECD to continue helping countries with evidence, advice, and policy frameworks.

“With teaching morale low, and with a real need to recruit about one million new teachers into the profession over the next four to six years, we must take a challenging situation and use it as an opportunity to drive transformational change.”

Speaking for Education International, the global federation of teachers’ unions, General Secretary Fred van Leeuwen argued that many countries are at a pivotal moment of choice. As they face economic crises, some countries are making major cuts to education and a movement, characterized as GERM (Global Education Reform Movement), is undermining the commitment to public school systems in some countries. GERM is founded on distrust of teachers; uses punitive accountability measures, and emphasizes choice and competition, which increases segregation among students of different backgrounds. Van Leeuwen pointed out that in New York City, the city authorities had recently released teacher evaluation scores to the media, measures that are considered invalid and disrespectful by teachers and that destroy morale. “These are the wrong drivers for reform,” he said.

Instead, countries need to choose to make teaching an attractive profession. Teachers need to be well-

prepared. They should be encouraged to take risks and to innovate. They should participate in collaborative leadership in schools. Evaluation and assessment should be used to support teacher learning, not for punishment. Van Leeuwen noted that the Summit offered a unique opportunity for governments and unions to weigh the value of different approaches. He congratulated the US Secretary of Education for investing in the RESPECT project, a genuine partnership in action.

Andreas Schleicher, Special Advisor on Education Policy to the Secretary-General, Head of the Indicators and Analysis Division, OECD, led off the Summit's discussions. He summarized an OECD background report, "Preparing Teachers and Developing School Leaders: Lessons from Around the World," which framed the two-day meeting. Prepared by Schleicher in consultation with the Summit's co-organizers, the report draws on international research to describe the evidence, general principles, best practices, and innovations that might lead to better education policies.

For each of the Summit's three main topics, representatives from selected educational systems led off by describing their own experiences. A general discussion followed in which participants candidly explained 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. Each session included questions and comments from the audience and international experts served as closing rapporteurs. Smaller role-alike meetings and country team meetings also took place. At the end of the Summit, each country's representatives shared their most powerful lessons and the actions they intended to take upon returning home.

This report is not a proceedings of the Summit but tries to capture the main themes and issues that arose during the discussion. It is based on the presentations, discussions, and rapporteurs' remarks. A more detailed discussion of the issues can be found in the OECD background report "Preparing Teachers and Developing School Leaders," available at (<http://www.oecd.org/dataoecd/4/35/49850576.pdf>). The US Department of Education website also includes a webcast of the opening and closing sessions: (<http://www2.ed.gov/about/inits/ed/internationalel/teaching-summit-2012.html>).



International benchmarking has become an important tool for education policymaking. To quote the report from last year's Summit: "There is enormous value in learning from international comparisons. They help us to get outside our own contexts and established patterns of thinking; show where some of the successes and failures have been; and broaden our view of possible options and trade-offs. They help to encourage innovation, and to design new approaches, informed by the world's best practices."

## Preparing Teachers to Deliver Twenty-First Century Skills

**T**he world is changing at seemingly breakneck speed. Throughout the Summit was a palpable sense of urgency that the aims and processes of schooling in the twenty-first century need to be fundamentally different from those in the twentieth century. A wide-ranging, global discussion is taking place about what knowledge and skills are most important in diverse, interconnected, innovation-oriented societies and economies. No longer is providing basic literacy skills for the majority of students and higher-order skills for a few an adequate goal. Technological, economic, and political trends have reduced the demand for routine cognitive skills and increased the demand for higher-order skills. The skills that are easiest to teach and easiest to test are now also the skills that are easiest to automate, digitize, and outsource. Of ever-growing importance, but much harder to develop, are so-called twenty-first century skills (also known as higher-order thinking skills, deeper learning outcomes, and complex communication skills).

How these higher-order skills are defined, and the balance among various abilities, knowledge, and values, varies from country to country. The Assessment and Teaching of 21<sup>st</sup> Century Skills consortium (which includes Australia, Finland, Portugal, Singapore, the United Kingdom, and the United States) provides one widespread definition. This definition divides twenty-first century skills, knowledge, and attitudes into four categories.

- **Ways of thinking:** creativity/innovation, critical thinking, problem-solving, decision-making, and learning to learn
- **Ways of working:** communication and collaboration/teamwork
- **Tools for working:** including information and communications technologies
- **Living in the world:** citizenship, life and career and personal, and social responsibilities, including cultural awareness and competence

In the twentieth century, education centered on teaching a relatively fixed core of content. This “knowledge transmission” model of education is no longer adequate. Today, when students access unlimited content on search engines, and knowledge itself changes rapidly, students need to be self-directed, lifelong learn-

ers. Many nations around the world are undertaking wide-ranging reforms of curriculum, instruction, and assessment to prepare students for increasingly complex demands of life and work. What are the competencies teachers need to create twenty-first century learning environments that produce these twenty-first century skills and how can teachers acquire those competencies?

## SINGAPORE

Singapore, a system that is trying to tackle the issues of preparing teachers for twenty-first century skills and learning environments, led off the discussion.

In Singapore, the Ministry of Education undertook a comprehensive review of the changes and demands of the twenty-first century educational landscape, involving stakeholders from across the educational spectrum. This produced a competency framework that articulates a set of desired outcomes for the twenty-first century learner. These are:

- A confident person who thinks independently and critically, and who communicates effectively
- A self-directed learner who questions, reflects, and takes responsibility for his or her own learning
- An active contributor who is innovative, exercises initiative, takes risks, and strives for excellence
- A concerned citizen who is informed about world and local affairs, has a strong sense of civic responsibility, and participates actively in improving the lives of others

Singapore's National Institute of Education (NIE), the institution which trains all teachers, then undertook a review of its teacher education programs, in partnership with the ministry and schools. It aimed to redesign teacher education to provide teachers the tools they need to meet these goals for students. NIE developed the Teacher Education Model for the 21<sup>st</sup> Century (TE21 for short), which recommended

a set of graduating teacher competencies. These identify three key roles for teachers:

- Nurturing the child and the quality of learning of the child, hence the paramount belief that every child can learn
- Facilitating deep learning of subject knowledge, hence the need to have strong content and pedagogy mastery
- Working with other professionals as a team, hence the need for collaborative teaching and learning

NIE has recently introduced five key changes into its teacher preparation programs.

1. **Curriculum:** To ensure coherence, every course is now mapped to each of the graduate competencies. A “teacher learning journey” also enables prospective teachers to see how they can participate in the various components they need for development.
2. **Values development:** Courses on the psychology of learning, structured reflection, and experiential learning in a community setting all help teachers better understand how every child can learn. They also reinforce the sense of personal responsibility in a diverse multicultural society.
3. **Pedagogical changes:** Greater emphasis on self-directed, inquiry-based learning and use of technology to engage student teachers and enable them to learn outside the classroom.
4. **Assessment competence:** NIE educators and teachers are to increase their assessment literacy and adopt innovative assessment practices *as, of, and for* learning.
5. **Closer links between theory and practice:** These connections are being fostered through teaching and learning online portfolios, structured reflection, and increased mentoring by both faculty and senior teachers.

“We are trying to teach twenty-first century skills with twentieth-century teachers in nineteenth-century learning environments.”

“Teacher preparation programs should prepare teachers with the values, skills, and knowledge to not just keep abreast with the times but also be ahead of their time.”

To accomplish these changes, NIE is reconfiguring its classrooms, enabled by technology, to facilitate collaborative and interactive learning by student teachers. NIE has also commissioned longitudinal studies of schools and teacher graduates, to assess the implementation and impact of TE21 initiatives and provide feedback for future improvements.

Teaching is a complex activity so no pre-service teacher preparation program can fully prepare teachers with all the competencies of an expert teacher. Singapore therefore guarantees teachers 100 hours per year of continuing professional development, to build on the foundation laid by pre-service teacher preparation. NIE also encourages international learning for its scholars, principals, and teachers. For example, NIE is working with the Teachers College of Columbia University, and other universities in eight Asia-Pacific Economic Cooperation (APEC) countries, to examine ways to improve the quality of math and science teaching.

NIE’s aspiration is that “teacher preparation programs should prepare teachers with the values, skills, and knowledge to not just keep abreast with the times but also be ahead of their time.”

## UNITED STATES

In marked contrast to Singapore’s vision, the United States exemplifies countries that have not yet taken on the challenge of elevating the teaching profession, and thus face acute problems. In fact, American teaching and teacher education are seen as being in deep trouble. Sixty-two percent of young US teachers report that their training did not prepare them adequately for working in the classroom. According to the 2012 MetLife Survey of the American Teacher, teacher satisfaction declined to its lowest level in two decades, with a fifteen percent drop between 2009 and 2011. Only forty-four percent of American teachers are satisfied with their jobs.

The United States has no model for recruiting talented people into the profession. Some high-quality teacher preparation programs do exist, and universi-

ties, schools, and teachers’ organizations sometimes collaborate—but these offerings are not the norm. Many teacher education programs have low admissions and graduation standards, are disconnected from classrooms, don’t have a sufficiently strong clinical component, and are hobbled by outdated or overly theoretical curricula. Although more than \$3 billion is spent annually on professional development for current teachers, most development opportunities rely on “sit and get” workshops that teachers consider ineffective.

While this is an area where the U.S. is not doing well, there is a renewed and growing commitment to tackling this challenge. Both the NEA and the AFT have issued reports on the status of the teaching profession with recommendations on how to transform teaching to improve student learning. Their recommendations focus on how to improve teacher preparation and professional development, reduce attrition, improve the effectiveness of new teachers, create new career structures, and build fair and effective teacher evaluations.

In addition, unions, teacher leaders, and state education commissioners are working closely with the US Department of Education to design the RESPECT initiative to address these issues. The goal is both to improve the quality of teaching but also the attractiveness and stature of the profession and to elevate the voice of classroom teachers in federal, state, and local education policy. The RESPECT initiative discussions are considering bold ideas for systemic change in the teaching profession. The main issues include: reforming teachers colleges and making them more selective; reforming compensation; creating new career ladders for teachers; improving mentoring and professional development; giving teachers more time for collaboration; and building teacher evaluation systems based on multiple measures.

Teachers’ organizations and outstanding teachers are in the forefront of the discussion on how to improve the profession. It is not just the policies about teaching that have to change but the whole culture of the profession—from a culture of closed class-

room doors to a culture of open classroom doors that encourage professional collaboration and sharing. Fundamentally, American society's view of teaching has to change from the factory model of yesterday to a view of teaching as a true profession.

## DISCUSSION

In the ensuing discussion, countries shared their concerns about different aspects of twenty-first century skills and learning environments, as well as their experiences in trying to move toward them.

Thirty years ago, Japan decided to shift its education system away from rote learning and toward the development of autonomous individuals. This was an enormous undertaking; Japan is still trying to figure out how to accomplish it. Yet, Japan has the highest rate of progress on creative skills and attitudes toward learning, according to OECD's Programme for International Student Assessment data.

Meanwhile, the New Zealand national curriculum aims at "the development of young people who will be confident, connected, actively involved, lifelong learners." Hong Kong's reforms on "learning to learn" are intended to help students, who are exposed to vast masses of information, become discerning analysts of data. In the People's Republic of China, current reforms attempt to move schools away from memorization and instead focus on problem-solving and developing students' personal potential.

Other countries are concerned that school curricula are not preparing students for a global world, in which students are rooted in their own culture, but can also relate to different cultures around the world and to people less fortunate than themselves. All in all, while the term "twenty-first century skills" may have somewhat different meanings, it is a proxy for the vast changes that are taking place in societies. Some countries are further advanced than others in the pursuit

of these new goals, but every country is struggling to reduce the gap between what modern societies demand and what today's school systems deliver. As one participant said, "We are trying to teach twenty-first century skills with twentieth century teachers in nineteenth century learning environments."

A major tension in education systems today, in fact, is the distance between the rhetoric of twenty-first century skills and the reality of schooling. In particular, as a representative of Norway pointed out, we say we value twenty-first century skills but only test basic skills. Some countries say that they want to develop creative, confident students who are adept in a range of areas, but they only test basic reading and math skills. This sends mixed messages to teachers about the skills and interdisciplinary content that students are now presumed to need, versus what is valued on examinations and assessments for which teachers and students are held accountable. On the issues of assessment, a representative from Hong Kong pointed out that there is an inevitable tension between different stakeholders in the system who have different data needs. System managers need data for public accountability purposes, while teachers need data to help improve instruction. Meanwhile, parents and students need details about students' progress and where they need to improve. What kinds of indicators should system managers be providing to teachers, parents, and students? What are the limitations of the indicators? For this reason, it is very important to have an inclusive and deep discussion, involving many stakeholders, about the purposes





of education in the 21<sup>st</sup> century to create a broad consensus. And then figure out how to measure what is valued.

Summit participants also reviewed the kinds of learning environments that would be conducive to the development of twenty-first century skills. Contemporary research on learning shows that effective twenty-first century learning environments must

- make learning central and focus on student engagement
- ensure a balance between individually focused learning and collaborative, social learning
- be relevant and highly attuned to students' motivations
- be acutely sensitive to individual differences and provide formative feedback
- promote connections across activities and subjects both in and out of school
- challenge students without overloading them.

Participants shared their sense of the growing demands on teachers and what teachers will need to be effective in instilling twenty-first century skills. Teachers clearly need to be well-versed in the subjects they teach. Intellectual substance is at the heart of good learning; without strong subject matter mastery, teachers cannot promote the deeper learning that

is being called for. At the same time, the affective dimension of education is critical. Teachers must love children, since the human relationships between teachers and students are what engage students in learning.

A representative from Estonia worried particularly about the wide gap between the information and communication technology skills of teachers (“digital immigrants”) and their students (“digital natives”).

The Estonian representative

also expressed concern about teachers' abilities to optimize digital resources in their teaching and to track student learning using information management systems. Other participants thought that digital skills were overemphasized compared with intellectual substance, and that technology's impact on educational outcomes has been exaggerated. They see technology as just a tool.

In Poland and Slovenia, as in many other countries, families are enduring great economic hardship, with poverty and unemployment at high levels. In such situations, teachers are increasingly asked to take on quasi-parental roles. It is essential that teachers need to have a broad mastery of different learning strategies and the ability to diagnose student difficulties if they are to help reduce the opportunity and achievement gaps between students from different backgrounds.

### **How do we develop teachers for this new era?**

There was significant convergence in the discussion and from the OECD background report on what teacher preparation programs for the twenty-first century should look like. Teacher preparation should include:

- Clear standards for what teaching graduates should know and be able to do in each subject
- Accountability on the part of teacher preparation programs for ensuring that teachers have these competencies

- More emphasis on guided practice for trainee teachers in classroom settings
- More mentoring for new teachers, including greater involvement of teacher preparation institutions in schools
- Development of a wider pedagogical repertoire among trainee teachers, including co-operative and inquiry-based learning
- Greater capacity by teachers to incorporate information and communication technology in all coursework
- Greater facility by teachers in using student assessment and data to guide instruction
- Greater understanding of local and global cultures and communities
- Research skills to diagnose and solve classroom problems based on evidence.

A Belgian representative proposed that all of these points could not be squeezed into the course of an undergraduate degree, and that it might be necessary for all teachers to have master's degrees in the future.

However good a country's teacher preparation programs are, even the best pre-service program cannot prepare teachers for all the changes and challenges they will encounter throughout their careers. And in the short- to medium-term, improvements in school performance must come from the current teaching force, not the new recruits. So teacher policy needs to strike a balance between initial teacher preparation and continuing professional support. In Finland, where teachers already have master's degrees, for example, there is still a need for ongoing professional development. System managers trust the teachers to organize their own professional development. And Finnish school days are shorter than in most countries, thus providing more time for this.

In Singapore, learning to teach is regarded as a lifelong journey. In addition to the teacher preparation program discussed earlier, Singapore provides a variety of ongoing professional support, including school-based research and reflection activities; teaching innovation festivals; websites of materials; demonstrations of best teaching practices for the media; and the Academy of Singapore Teachers,

where master teachers lead weekly workshops on best practices.

New teachers especially need extra feedback and support, but in some countries, that support is rarely available. Among the countries represented at the Summit, some reported that less than ten percent of their beginning teachers lacked mentoring, while others noted that more than seventy percent of their entering teachers lacked such assistance. The availability of professional development opportunities for more experienced teachers is also highly uneven in many systems and much of it is in the form of short-term modes of professional development that are not effective either in the development of teaching practices or the improvement of schools. It will be essential to focus on more effective forms of professional development – such as ongoing collaborative professional learning communities-and to link them more clearly to the instructional goals of the school and to teachers career paths. However, there are very real practical constraints on creating robust professional development systems, especially the shortage of time.

The challenges of the twenty-first century demand vigorous attention to improving teacher preparation. Moreover, there is a global aging of the teacher workforce, so now is the time to put policies in place to ensure high-quality teachers in future. There seems to be broad directional consensus among countries on the goals of schooling in the twenty-first century. However, much work lies ahead to design new learning environments and to best prepare teachers for them. For teaching to become an effective and highly respected profession, it also needs to be more firmly rooted in the best research on learning.

In general, the difference between higher-performing and lower-performing countries seems to lie in the effectiveness of reform implementation and the linkage of all the different reform efforts into a system. The challenge for very many countries is to move from pockets of excellence to effective systems.

## Matching Supply and Demand

**I**n modern diversified economies, education has to compete with other sectors for talent. As challenges and new demands on teaching grow, the problem of assuring an adequate supply of high-quality teachers becomes more acute. In some countries this is compounded by an aging of the teaching population, although in others this is offset by lower birthrates and the prospect of smaller cohorts of students coming into schools.

Difficulty in recruiting teachers either across the board or in certain subjects or geographic areas is widespread around the globe. Some countries also reveal a worrying downward spiral: Teacher shortages lead to lower standards for entry, producing lowered confidence in the profession, resulting in more prescriptions to teachers, which in turn tend to drive the most talented teachers out of the profession. By contrast to this vicious cycle, the highest performing countries have found ways to maintain or continuously raise the quality of teachers and teaching, producing a virtuous cycle. Japan and Finland, two countries whose policies have assured a good supply of high-quality teachers, led off the discussion.

### JAPAN

There are three key reasons why Japan enjoys a good supply of teachers. First, teachers are respected and enjoy high social standing. This is partly for historical reasons: After the Meiji restoration, teachers generally had upper-class samurai backgrounds. However, after World War II, as incomes began to rise, the government worried that this traditional respect for teachers would decline. Teacher preparation was moved from normal schools to universities and salaries were raised. The second incentive for entering the teaching profession is relatively high compensation. In the 1970s, national legislation was passed to improve teaching standards and in 1980, teachers' salaries were set at seven percent above those of regular civil servants. Starting salaries were thus comparable to those of new graduates entering the private sector, although this has eroded somewhat over time. Third, teachers' working conditions are quite good. Teachers enjoy civil service guarantees of long-term job security and they can retire at age sixty. They also share a strong professional culture; for example, they engage in weekly collaborations, led by master teachers, on instructional issues.

In Japan, the balanced distribution of teachers among different geographic regions is considered essential to equal opportunity. Teachers are employed by provincial governments and once hired, the prefectures can then assign teachers among schools. If teachers are rotated to rural areas, their assignment carries a salary increase of up to twenty-five percent. This regional personnel management approach has helped to provide a more equitable distribution of teachers, including math and science teachers. However, assignments to rural areas and small towns are very unpopular with teachers compared with teaching in big cities and are now being challenged. Class sizes are also large: A standard class is forty students. Japanese government officials and educators would like to reduce class sizes, but with fixed budgets it is difficult to both reduce class size and maintain high salaries.

## FINLAND

Finland's education system aims to guarantee equal opportunity to all students, so a highly qualified teacher in every classroom is considered fundamental. Teaching is now viewed as one of the five most attractive professions in Finland for two main reasons: high-quality teacher preparation programs that are intellectually on par with those for other professions, and working conditions in schools that allow teachers wide-ranging professional autonomy.

Teaching has always been respected in Finland, but teaching was not always as attractive a profession as it is now. Starting in 1979, the bar for entry

into teaching was raised. A master's degree is now required. Teacher preparation programs are of comparable quality throughout the country; they have strong research bases, and combine theory and practice with "teaching schools" attached to universities. Finnish teacher preparation programs emphasize the ability to diagnose social and psychological problems in the classroom. They also encourage teachers to be creative educators, responding to individual student needs and interests.

As the quality of teachers rose, Finland's government devolved more responsibility to local schools. Teachers are responsible for designing as well as teaching the curriculum, for assessing student progress, and for school improvement. Teachers' compensation is not especially high—they earn an average academic salary. But the high respect with which teachers are held and the considerable professional autonomy they enjoy accounts for the popularity of teaching as a profession.

Nevertheless, despite the fact that there are ten applicants for every teaching position in Finland, there is still a need for the government to pay continuous attention to the professional labor force. For example, despite a good overall supply of teachers, universities still need to take extra efforts to attract enough math and science specialists into teaching. The Ministry of Education collects data every two years for planning purposes, looking at the numbers of teachers needed nationally and regionally; pass rates in teacher education; and what changes might be needed in teacher requirements.



## DISCUSSION

Some education systems like those in Japan, Finland, Canada, South Korea, and Singapore have a good overall supply of high-quality teachers. South Korea is distinctive in having a surplus of secondary school teachers; it even exports some math and science teachers to other countries. But many of the participating European systems, as well as the United States, have serious overall teacher shortages.



Among the Summit participants, Indonesia faces the biggest challenges. It has about three million teachers serving fifteen million students on seventeen thousand islands. The expansion of its education system has led to problems of teacher quality, especially in rural areas that lack the financing to increase salaries. China faces a similar problem of scale. The massive and rapid expansion of education, as well as China's overall economic changes over the past twenty years, created major teacher shortages, especially in rural areas, where poorly qualified teachers taught in village schools. In 2006, the central government created and paid for special three-year posts to enable rural areas to hire more, and more qualified, teachers. Provinces hired 185,000 new teachers and eighty-seven percent of those teachers continued in teaching after three years.

Some countries are trying to attract a greater variety of people into teaching, encouraging men, minorities, and older candidates to consider the field. Switzerland and England, for example, focus on attracting "second career" candidates, both as part of the overall supply and for specific shortage areas such as math and science. Recruitment and alternate training routes are specifically designed to appeal to such candidates. These second-career candidates' other professional experiences may be useful in schools, but a key question is how to validate the experience of people coming from other fields.

A high priority for a number of countries is creating a supply of high-quality early childhood teachers. In Denmark, Sweden, Germany, Iceland, and Sweden,

early childhood programs are an expanding sector and are being more closely linked to schools. Unsettled debates about the balance between learning through play and strengthening basic skills affect the types of training and qualifications that are being sought. In most countries, early childhood teachers have lower qualifications and lower salaries than K-12 teachers, so there is often a shortage of candidates at that level. There are, however, useful examples in overcoming this shortage. For instance, in New Jersey, salaries for early childhood

teachers were raised to the K-12 level and flexible education and training schemes were implemented. Within five years, ninety percent of the teachers in early childhood programs had bachelor's degrees.

It is not just the number of teachers entering the profession that needs attention but their retention rate. This rate varies enormously between systems. For example, in some cities in the United States up to fifty percent of teachers leave teaching within five years, while in the United Kingdom the attrition rate is twenty-five percent. In high-performing countries with effective teacher policies, however, the attrition rate is under three percent.

High teacher attrition is a costly problem, but it is not an intractable one. Research shows that strong programs that prepare teachers for classroom challenges, and systematic induction and mentoring of new teachers, all reduce early career attrition rates significantly. In poorer schools, social supports for students, such as in full-service schools in the United States, can also reduce attrition. The prospect of career paths, opportunities to collaborate with colleagues, and high-quality school leadership can all improve teacher retention.

Not surprisingly, the area of teacher salaries is one where governments and unions are often far apart. Representatives of teachers' unions rightly pointed out that in many countries, despite increases in salaries in OECD countries from 2000 to 2009, teachers' salaries are considerably below those of graduates going into other fields (although benefits such as pensions are often more generous). This

makes it difficult to attract high-quality people into teaching. But research shows that countries that pay teachers well are making strategic spending choices between teacher pay and professional development on the one hand, and instruction time and class sizes on the other. They often spend far less overall than countries that have tied up much of their educational expenditures in lower class sizes. Beyond the general compensation issue, a wide range of salary incentives and bonuses exist in many countries, tailored to the specifics of local labor markets. Some countries are increasingly interested in performance pay, but that approach needs more research to determine what practices actually work and under what conditions.

High-performing systems pay significant attention to getting high-quality teachers into the neediest schools. Singapore assigns teachers to schools and may rotate teachers periodically to ensure an equitable mix of experienced and inexperienced teachers in neighborhood schools. In Japan, teachers are assigned to schools by the provincial or municipal authorities, although assignment to rural schools is often unpopular with teachers. In Shanghai, teachers are expected to either work in needier schools or be part of a school management assistance project in a lower-performing school as part of their career progression. In all these systems too, financial resources are redistributed to poorer schools.

However, in many systems, students in disadvantaged schools have the least-experienced and qualified teachers. Many countries use financial incentives to attract teachers to rural areas or poor sections of cities. China uses a “grow your own” approach, giving scholarships to young people in rural areas to become teachers. How well financial incentives work remains an open question if the conditions of the job remain unattractive. Said one American teacher, “I would move to a high-need school but I would want to see social services for parents and children, accomplished leadership, adequate resources and facilities, and flexibility and freedom in time. It is amazing to me when attention is turned to teaching quality in hard-to-staff schools when little is done to address the sometimes appalling conditions in which teachers are forced to work and students are forced to learn. As an accomplished teacher, my greatest fear is being assigned to a hard-to-staff school and not being given the time and flexibility to make the changes that I believe are necessary to bring about student achievement.”

Given the critical importance of math and science in modern economies, the shortage of math and

science teachers requires a strong response. On average, in OECD countries twenty percent of fifteen-year-olds attended schools whose leaders reported shortages of qualified math and science teachers. A variety of approaches are being tried to fill this need, including scholarships to subsidize training and differentiated pay but more research is needed to assess the effectiveness of these efforts.

The issue of matching teacher supply and demand is complex and multidimensional. It involves several elements: how to expand the overall pool of high-quality teachers; how to address shortages in specific subjects; how to recruit teachers to the neediest locations; and how to retain teachers over time. Policy responses are needed at two levels: improving the general attractiveness of the teaching profession, and more targeted approaches to getting teachers into high-need areas and shortage subjects.

Government and union participants agreed that making teaching a well-respected profession and a more attractive career choice both intellectually and financially, and investing in teacher development, and competitive employment conditions were all essential to getting teacher demand and supply in better balance. Japan, Finland, Canada, South Korea, and Singapore all demonstrate that such a balance is possible. In these countries, a supply of high-quality teachers is not attributable simply to a traditional cultural respect for teachers (although that is a starting point), but from a wide array of purposeful strategies employed over a period of years.

Attracting talented people into the teaching profession must be a central part of any country’s education policies, not just left to chance as it currently is in too many. Attracting talent requires attention to the whole system: the quality of teacher preparation; a professional work environment; adequate compensation; and attractive career opportunities. Countries need to substitute virtuous cycles of raising the status of the profession for the vicious cycles of decline. However, in these economically difficult times, governments and unions will have to take a hard look at how to achieve more with less. Trade-offs will be required and new approaches. Partnerships and coalitions will be necessary to strengthen and build the profession. Such coalitions require trust and respect; they demand that all participants move beyond their comfort zone. As Duncan said in his opening remarks, “we need tough-minded collaboration rather than tough-minded confrontation.”

## Developing School Leaders

**A**s countries are establishing more complex goals for education in the 21<sup>st</sup> century at the national or state level, they are devolving some authority to schools in deciding how to meet these goals. This trend, together with the growing evidence that weak school leadership leads to poor school performance and high teacher turnover while effective principals lead to significant school improvement, has made the recruitment and training of effective principals a new priority in many countries. Moreover, research has shown that school leadership is second only to teaching in its effects on student learning.

In the past, people tended to self-select into such roles by going through traditional school administrator training programs. However, principals generally consider such programs as inadequate preparation for the challenges they currently face. Since school leaders are a relatively small but pivotal group, an investment in producing effective school leaders yields a high rate of return. More effective principals can significantly propel an education system forward. As a consequence, there is considerable innovation around the world in this area. Different models of leadership are emerging, including significant new roles for lead teachers.

This panel discussion began with representatives from three different leadership development initiatives: those of Shanghai, China; Montgomery County, Maryland, United States; and Ontario, Canada.

### SHANGHAI, CHINA

The Shanghai Education Commission is responsible for basic, higher, and vocational education as well as lifelong learning for twenty-three million people. School principals are employees of the Commission. Thirty years ago, principals simply followed instruction from the Commission. Now they have more demanding roles: to meet the needs of students and communities; to encourage professional development within schools; and to establish good relationships with communities, the media, and other schools. Schools in Shanghai are large and each school has several layers of leadership. The leadership team includes the principal, the party secretary (who functions like a school board chair), and, at the second level, three directors, one for teaching and learning, one for student affairs, and one for logistics.

The third leadership level includes the teaching and research groups. Teaching or lesson groups are composed of teachers of the same subject and same grade level. They meet together for up to two hours each week to plan lessons together, paying particular attention to the important points and difficult areas. They examine student progress, and regularly observe each other's classrooms to provide constructive feedback. Research groups, meanwhile, select a particular educational issue, review the literature, try out different approaches in the school, and produce papers on their findings. All teaching and research groups are led by senior or master teachers, whose role is to offer support to junior teachers and improve the overall instruction in the school. The research groups later present their findings to other research groups across the district, providing a systematic way to share best practices across the whole system. Each school also has a teachers' union that makes suggestions about teachers' welfare and handles teacher appeals.

In Shanghai, as in China as a whole, there are clearly structured career ladders that are open to all teachers. There are three major stages and thirteen levels with various kinds of professional development attached to each. Promotion to the most senior lead or master teacher level includes publication of a research paper. In the 1990s, to address the major achievement gaps between schools, Shanghai developed the Empowered Administration strategy, through which better schools are contracted to help other schools raise their performance. These arrangements take several different forms

but all include principals and lead teachers from high-performing schools working closely with the principal and teachers in low-performing schools on management, school culture, and teaching quality. The Education Commission's strategy has been to focus on the quality of schools at the bottom, believing that "a rising tide of education lifts all the boats."

### **MONTGOMERY COUNTY SCHOOLS, MARYLAND, USA**

Montgomery County Public Schools, a large school district in suburban Washington, DC, serves approximately 146,000 students in two hundred schools. The district's demography changed dramatically between the 1970s and 1980s, when it had a high-income population with a low birth rate, and the 1990s, when a large, diverse population moved to the district, with people from 163 countries speaking 123 languages. Student outcomes dropped and large achievement gaps emerged. At that point, the leadership of the district visited a number of other countries, both in Europe and Asia, to study how different districts handled such issues. They returned convinced that in order to reduce differentiated outcomes, they needed to have a candid, community-wide conversation about the inequities. They also needed to engage the talents of their employees to bring about change. The school board asked parents what they wanted for their children, and they asked students what they needed to be college- and career-ready.



Together, the school administration and the three unions (teachers, principals, and staff) determined that the district and school structures were driving a culture that was producing differential outcomes. They created distributed leadership teams, ways to build capacity in schools, and ways to share best practices across the district. For example, they added new roles: expert consulting teachers to give support to novice or struggling teachers. These consult-

ing teachers led a teacher peer evaluation and review process, then used that information to provide feedback to help teachers improve. Staff development teachers worked with individual teachers and whole schools, based on their school improvement plans and both qualitative and quantitative data about school progress. Faculty representatives served on the decision-making councils for each school so that teachers had a voice in the continuous improvement efforts. A career ladder was designed that would enable teachers to advance while remaining in the classroom (although unfortunately budget cuts have delayed its implementation). The district created its own leadership training program to develop principals and to promote collaborative leadership styles.

The results: Teacher retention rates rose by fifteen percent; differentiated instruction and attention to evidence improved; best practices spread across the district; student outcomes on a range of measures, including college-going rates and the number of students taking Advanced Placement courses rose; and achievement gaps declined.

As important as the specific continuous improvement measures selected was the real partnership that developed between the administration and the three unions. That change of attitude and the trust built through the collaborative leadership model was the foundation for the positive changes.

## ONTARIO, CANADA

Ontario has seventy-two school boards and more than seven thousand principals who serve its diverse population of two million students in five thousand schools. In 2004, Ontario began a major education reform with the goals of increasing mastery of literacy and numeracy in the elementary grades, raising high school graduation rates, reducing achievement gaps, and increasing public confidence in schools. The reform focused heavily on building capacity in schools. Elementary school teachers received extensive professional development on key instructional practices in literacy and numeracy, with intensive assistance to schools in greatest difficulty. At the high school level, student success officers identified potential dropouts and developed individualized educational and support mechanisms to keep them in school.

In 2005, as part of this reform, the province developed a coherent leadership development strategy, focused on principals but also involving school boards, teachers' unions, and researchers in the reform.

The Ontario Leadership Framework and Principals' Qualification Plan changed the role of principal from administrator to instructional leader. Supporting the instructional core became the focus of preparation programs. Now, in addition to having successful experience as a teacher and completing a formal principals' training program at a university, every principal and vice-principal receives two years of mentoring in each role, paid for by the Ontario

Ministry but organized through local school boards. The program includes training for the mentors and a clear learning plan. All principals and vice-principals are appraised every five years. In consultation with their school boards, they must set a number of challenging but achievable goals, along with strategies to achieve those goals, which will be the basis of their evaluation. An annual growth plan outlines the principal's activities and steps to support the plan. The



ministry also gave each school board funding to develop a leadership succession and talent development plan, so that momentum is not lost when principals move on.

As a result of all these measures, by 2010, the reforms had increased the proportion of students achieving the 6<sup>th</sup> grade standard from fifty-four percent in 2004 to sixty-eight percent and had increased high school graduation rates from sixty-eight percent in 2004 to seventy-nine percent in 2009. The reforms had also reduced the number of low-performing schools from twenty percent to under five percent and reduced the attrition rate of new teachers by two-thirds.

## DISCUSSION

A consistent thread through the Summit discussions was the central role that “leadership with a purpose” plays in raising student achievement. And countries generally agree on the characteristics of today’s effective leaders. Several frameworks around the world detail these traits in similar terms, including the New Zealand Best Evidence Synthesis, the Australian Institute for Teaching and School Leadership Standards, the National College of School Leadership in England, the Singapore Leaders in Education Programme, the Ontario Leadership Framework, and Norway’s GNIST program. Overall, the definition of the principal’s role has changed from “bells, buildings, and buses” to one of instructional leadership.

There are four types of leadership responsibilities that appear to be most closely linked to improved student outcomes:

- Supporting, evaluating, and developing teacher quality as key to student success
- Setting school goals for student performance, measuring progress, and making improvements
- Strategic use of resources to focus all activities on improving teaching and learning
- Partnering with communities, social agencies, and universities to support the development of the whole child

While there is an emerging consensus on the characteristics of effective leaders, there is less evidence about what experiences actually serve to develop such leaders, especially on a scale large enough to staff a whole system. Still, there is much innovation in this area with new leadership training models being developed in many countries, such as Canada, England, Australia, Singapore, Scotland, Slovenia, and the United States.

There was also wide interest among participants in different models of school organization and leadership. As a practical matter, even if the role of the principal is defined as being about leadership for learning, there are still many operational tasks that need to be handled. In fact, while saying they want



“The principal’s role has changed from ‘bells, buildings, and buses’ to one of instructional leadership.”

instructional leaders, governments often exacerbate the administrative burden on principals. So ways need to be found to distribute leadership among a number of people with complementary pedagogical and managerial competencies.

Participants debated whether leadership is a property of individuals or groups and it was suggested that the conversation should be about leadership rather than leaders since one person cannot play all the leadership roles in a school. Most argued that school leadership needs to move away from the authoritarian/managerial model to one of collaborative leadership, involving teacher leaders, who can rise through career ladders with increasing responsibilities and compensation. From a change management perspective also, if there are too few people involved in leadership in a school, there will be little change because there are so few people promoting change and so many against it. A middle level of teacher leaders in a school can both strengthen the instructional leadership of the school while also creating career paths for talented teachers. In fact, many of the Summit's participating countries have a variety of distributed leadership models.

Even more profound changes in leaders' roles may be on the horizon. Some participants suggested that in the Internet age, it's better to picture leaders in the middle of a circle rather than at the top of a pyramid. In this view, to quote Bill Gates, leaders will be "those who empower others." In the age of Twitter, the effectiveness of leaders may depend less on administrative powers and more on the capacity to attract followers. In modern global and digital learning environments, the principal's role may be to create opportunities for students to use their knowledge in society and globally, and to expose students to a wide range of teachers both in and out of school. Some participants suggested that, in keeping with the focus on twenty-first century skills, leadership skills training should be offered to every student and teacher in a school.



It can be challenging to envision leadership training for these new learning environments, but many innovations, including potentially disruptive innovations, are underway. Current best practices seem to include the following approaches.

1. An emphasis on professional recruitment, seeking to attract high-quality candidates and selecting carefully for candidates with strong instructional knowledge, a track record of improved learning outcomes, and leadership potential. Singapore, for example, doesn't wait until teachers have reached the level of seniority to apply for leadership positions but assesses young teachers continuously for their leadership potential. This gives teachers ample opportunity to develop their leadership capacity. Denmark and the Netherlands offer "taster" courses to interest younger teachers in considering school leadership.
2. Other countries underlined the central role of high-quality training, careful mentoring of new leaders, and ongoing development and feedback. These approaches will enable school leaders to set strategic direction for their schools and enhance their role in promoting continuous learning among teachers.
3. High-performing countries are putting in place far-sighted succession planning and modern talent development approaches to ensure that schools continue to improve even if the leadership changes.

4. In keeping with the tenets of professionals owning their own professional practice, principals' organizations in many countries are establishing standards for accomplished practice and creating a range of leadership development activities.

As with teacher distribution, many countries face serious problems in getting highly effective leaders into the most challenging schools. In Japan, China, and Singapore, school leaders may be assigned to particular lower-performing schools for periods of time, and this is coupled with increased resources to support the school's improvement. In Ontario, principals apply for openings in schools rather than being assigned, but in a context where other initiatives, such as early intervention programs or parent and student supports are put in place, so that leadership development is part of an overall package of measures to improve achievement.

High-performing systems also look at how school leaders can have an impact beyond the individual school in order to increase the leadership capacity of the entire system. In Finland and Shanghai, school leaders may work formally or informally with several schools, which helps to improve the quality and reduce the variation among schools. These leaders may also play part-time roles in system leadership, so that

the goals of specific schools and the overall system stay closely aligned. High-performers also link their leadership development efforts to their larger school improvement and student performance reforms to increase their overall effectiveness.

In conclusion, leadership focused on teaching and learning is critical to the future success of schools. Experience around the world is showing that leaders are not just born but can be developed. While schools are increasingly autonomous, governments can support the system-wide development of effective leaders, including teacher leaders, through policy frameworks and funding to support a modern approach to leadership. This includes serious attention to recruitment, training, and development, as well as ongoing support and feedback. In this respect, leadership development in education is much like that in other sectors, except that in education there is a wider group of stakeholders, which includes, most importantly, students and their parents.

However, many questions remain unanswered. For instance, how can countries build the collective capacity of leadership teams, rather than just individual leaders? What are the best ways to create knowledge management systems that connect leaders more systematically to research, innovation, and mutual learning on a continuing basis?



## Conclusions and Next Steps

**T**his Summit, like the first, gathered leaders from around the world to tackle one of the most important challenges of our time: how to create the learning conditions that give the next generation the skills to create the future. Despite tough economic times that threaten societies and education systems in many parts of the globe, the meeting had a sense of urgency and a palpable sense of possibility about the potential for change. If, in the first Summit, the idea of having government ministers, union leaders, and outstanding teachers sit down at the same table was a novelty, this time its importance was accepted and apparent. The meeting also proved again how valuable international comparisons can be in bringing new ideas and evidence to policymakers and educators, not just about the facts but also about assumptions and the tacit knowledge that lies behind educational practices. Together, these bring a more pluralistic set of ideas and help to stimulate new thinking. By analyzing successes and best practices, rather than just examining pathologies, this Summit also helped to inspire innovation and action. The discussions reinforced participants' sense of commitment to improving the teaching profession and the urgent need for change.

### CONCLUSIONS

A number of key, overarching lessons emerged from the 2012 Summit.

**First:** This year's Summit differed from the first in its more explicit focus on the purposes of education in the twenty-first century. The conversation was not just about basic skills and knowledge but about developing a broader range of skills and dispositions including the development of imagination, critical thinking, cross-cultural and global awareness, civic and political engagement, creativity, ingenuity, and inventiveness. The importance of education for environmental sustainability, prosperity, jobs, equality, human rights, and peace were all referenced as important goals. This moral vision undergirds the discussion of the future of the teaching profession.

In many ways the participants viewed the strengthening of the teaching profession as a way to rebuild the public sphere of institutions that are essential to the well being and functioning of societies. Stemming from this moral vision, the discussion also repeatedly focused on the urgency of giving priority to improving the education conditions in high poverty areas, to ensure that education is in-

deed redressing these continuing, and in some cases growing, inequalities that threaten the economic and social cohesion of a country.

The arc of education appears to be shifting from a twentieth-century knowledge transmission model to one organized around twenty-first century learning environments. There seems to be broad consensus that this is the right direction, albeit with significant caveats about not trivializing subject matter knowledge or basic skills. However, we have a long way to go in understanding how to develop these new skills on a wide scale, how to ensure our teachers have the capacity to teach them, and how to actually create twenty-first century learning environments. Moreover, there is a fundamental mismatch between these new, more complex goals and how we currently measure them using large-scale, high-stakes assessments. The gap between the rhetoric of twenty-first century skills and the reality is very large. Bold steps will be needed to close the gap between what we measure and what we value or we risk driving education systems in the wrong direction.

**Second:** Significant steps need to be taken to substantially revamp teacher preparation programs to produce consistently great teachers across the system and give teachers the skills and knowledge that enable them to feel prepared for these new environments. This should include redesigning programs with clear standards for what graduates should know and be able to do in each subject; accountability on the part of teacher preparation programs for ensuring that teachers have these competencies; more emphasis right from the start on guided practice in classroom settings; greater capacity by teachers to use inquiry and problem-solving methods and to incorporate information and communication technology; greater facility by teachers in using student assessment and data to guide instruction; experiences that promote understanding of local and global diversity; and research and diagnostic skills to solve classroom problems based on evidence.

Since even the best pre-service education cannot possibly prepare teachers for all of the challenges and changes they will meet in these rapidly changing times, teachers also need effective forms of professional development. Meaningful mentoring for new teachers under supervision of a master teacher is particularly important in helping them to become effective practitioners and to reduce wasteful high attrition rates among new teachers. And to retain experienced talented teachers in the schools, it will be important to create career paths from novice to master teacher with appropriate professional development, feedback, and accompanying increasing responsibility for the instructional quality of the school.

**Third:** The issue of matching teacher supply and demand is complex and multidimensional. It involves expanding the overall supply of high-quality teachers, addressing shortages in specific subjects, recruiting teachers to the neediest areas, and retaining teachers over time. Policy responses are needed at two levels: improving the general attractiveness of the teaching profession, as has been done successfully by a number of countries at the Summit, and more targeted approaches to getting teachers into high-need areas. More innovation and research is needed on getting high-quality teachers into difficult places, including compensation incentives and links between teacher distribution and other support measures for disadvantaged schools.

**Fourth:** A consistent thread throughout the discussion was that high-performing systems rely on effective leadership at the school level, and have





will be increasingly responsible for their own learning in the twenty-first century. Building consensus is often difficult, yet essential. Without a long-term vision and a shared dream, reforms will be fragmented and only partially implemented. While tensions inevitably arise between the goals of system managers and the goals of teachers, in successful systems this friction can be moderated. Bringing about change in tough economic times will require trade-offs

implemented policies to ensure professionalized recruitment, systematic and high-quality training and experiences, and ongoing support and appraisal of principals. In these systems, school leaders can focus on what matters most: supporting the development of effective teaching, setting school goals, measuring performance, strategically allocating resources for teaching and learning, and partnering with community institutions to support the development of the whole child.

Since a single person cannot carry out all of the leadership functions of a school, distributed or collaborative teacher leadership models are necessary, both to strengthen the leadership of the school and to create career paths for talented teachers. There is considerable innovation around the world in creating new standards for principals and new models of leadership development but relatively little research so far on their effectiveness. There also needs to be more attention to building the leadership capacity of school teams, not just of individual leaders, and to developing succession plans to ensure a supply of future leaders. Just how twenty-first century learning environments will change the role of the school leader in the future also remains to be seen.

**Fifth:** Accomplishing changes of this magnitude will require the partnership of all the stakeholders in education—not just the ministers, teacher union leaders, and teacher leaders who were in the room, but also employers, schools of education, university professors, the media, parents, and students, who

and fresh thinking by all institutions. As Secretary Duncan said, “tough-minded collaboration is better than tough-minded confrontation.”

Participants agreed on the need to think and act systemically for reform to have the powerful effects we seek. The necessary improvements reach further than one or two quick fixes; they involve a number of elements that all need attention and that all need to be aligned. High-quality education for all students is the result of a system, not just the work of individual highly effective teachers, or of school leaders who create pockets of excellence. High-performing countries take a systems approach to improving the teaching profession, from recruitment through initial training and induction, to ongoing professional development, assessment, and career paths. They also make teacher policy part of a more comprehensive approach, linked to curriculum change, school management reform, and attention to equity.

## NEXT STEPS

As complex as the challenges are, and as much as one could be tempted to dwell on their difficulty, it was encouraging to see how ministers and union leaders took away important lessons for their own countries. In the concluding session of the Summit, country teams put forward a powerful lesson they had learned and what would be their top priority, commitment, or action step to improve the teaching profession in their country.

**Belgium:** Intends to conclude a pact with education providers and the trade unions on strengthening the teaching career

**Canada:** Will continue collaborative leadership models between provincial governments and teachers in implementing mutually agreed-upon solutions

**People's Republic of China:** Will improve pre-service education of teachers and expand early childhood education

**Denmark:** Wants to elevate the status of the teaching profession, making this a top national priority within a 0-18 educational framework

**Estonia:** Aspires to a comprehensive reform of pre-service education and in-service professional development, following the model of the most advanced education systems

**Finland:** Seeks to develop new collaborative models for school development and teacher education development, change assessment to better meet curricula goals, improve pedagogical use of social media, and participate in an international network for teacher education

**Germany:** Will bring German ministers and union leaders together to work collaboratively on key challenges

**Hong Kong SAR:** Will seek to better align and reinforce the context, process, feedback, and relationships among key players, aiming for genuine collaboration among stakeholders



**Hungary:** Will seek to reform teacher training programs, and increase the attractiveness of the teaching profession through establishing career paths

**Iceland:** Will work collaboratively between government, schools, unions, and universities to move toward twenty-first century skills and dispositions

**Indonesia:** Will aim for a comprehensive improvement of the teaching profession, from recruitment, teacher preparation, and induction through performance appraisal linked to professional development and career pathways

**Japan:** Will further advance its efforts at holistic reform of preparation, recruitment, and professional development

**Republic of Korea:** Wants to strengthen collaboration between school leadership and local communities, and develop teacher-centered training programs

**Netherlands:** Will introduce peer reviews for school leaders and teachers as the primary instrument for quality assurance

“The quality of an education system cannot exceed the quality of the teachers—but neither will the quality of teaching exceed the quality of the system in place to recruit, train, develop, and advance teachers.”

**New Zealand:** Plans to focus on leadership, and will further develop a systematic approach to making successful practice a common practice

**Norway:** Intends to devise career paths for teachers that can foster distributed and collaborative leadership, and focus on how to implement national reforms all the way into the classroom

**Poland:** Will prioritize preparing teachers for twenty-first century skills and giving greater autonomy to school leaders

**Singapore:** Within its whole-systems approach to education reform, will continue improving the teaching and assessment of twenty-first century skills

**Slovenia:** Will study the successes of Singapore, South Korea, and Shanghai in elevating the status of the teaching profession in society

**Sweden:** Wants to attract top students into the teaching profession, and to create incentives to reward high-performing teachers throughout their careers

**Switzerland:** Will seek new ways to create careers and leadership opportunities for teachers, and to integrate other professionals into teaching

**United Kingdom:** Seeks to promote policies and conditions for teachers to be actively trusted and respected

**United States:** Will seek to build a coherent and systemic process for engaging all actors in comprehensive large-scale change. The US Summit participants will develop and refine their collective vision to present at the United States' second annual labor-management collaborative conference in May 2012.<sup>1</sup>

Clearly, the foci of efforts to improve the quality of teaching and leadership vary depending on the circumstances in each country. And, of course, these pronouncements are not formal commitments on the part of governments or unions. Still, they underline the intention of ministers and union leaders to

move the teaching and leadership agenda forward in a powerful way, and they provide benchmarks for countries in measuring progress at next year's Summit, to be held in the Netherlands.

## CLOSING

In final remarks, Susan Hopgood, President of Education International, echoed last year's Summit by stating, "the quality of an education system cannot exceed the quality of the teachers—but neither will the quality of teaching exceed the quality of the system in place to recruit, train, develop, and advance teachers." Some countries tightly control their teachers and blame their principals, but that strategy ultimately undermines quality. The rich insights that came from this Summit will need to be digested over time, but they reflected a shared hope that it is possible to transform dysfunctional systems into successful ones through collaborative leadership.

In reprising the Summit's conclusions, Barbara Ischinger, Director of Education at OECD, commented on the benefits of an international summit as an opportunity to learn from the successes and failures of other countries, and to gather ideas to adapt and implement at home. For example, the Summit clarified the importance of strong leadership in creating effective schools and systems. It emphasized that high-performing systems give young teachers opportunities to develop their leadership capacities. The Summit discussions also put forward useful lessons on attracting and retaining new teachers, contrasting the conditions that lead to high attrition rates among young teachers in some countries with the low attrition rates achieved by high-performing countries. Ischinger observed, "it is clear that learning from other countries, whether through a Summit or through visits to other systems, is an increasingly important learning tool for policymakers and educators."

In closing the Summit, Secretary Duncan said: "There is a direct line from last year's Summit to President Obama's State of the Union address to the RESPECT project we are launching to fundamentally elevate the teaching profession. So the impact of the Summit on the United States has been enormous. We need transformational change. In the US we currently get too many of our teachers from the bottom half of the academic distribution; our young teachers feel totally unprepared; we need to improve our retention rates, respect, and autonomy. If one third of the teacher workforce retires in the

<sup>1</sup> The U.S. Summit participants followed through on this commitment on May 23 when Secretary Duncan, the Presidents of AFT and NEA, the Executive Director of CCSSO, and four other education leaders signed a shared vision, "Transforming the Teaching Profession", at the 2012 Labor Management Conference in Cincinnati. The seven core elements of the transformed profession include: a culture of shared responsibility and leadership; recruiting top talent into schools prepared for success; continuous growth and professional development; effective teachers and principals; a professional career continuum with competitive compensation; conditions for successful teaching and learning; and engaged communities. For more information, see <http://www2.ed.gov/documents/labor-management-collaboration/2012-shared-vision.pdf>.

“It is clear that learning from other countries, whether through a Summit or through visits to other systems, is an increasingly important learning tool for policymakers and educators.”

next four to six years, this will be a critical moment. We are challenged but encouraged by the examples from around the world that it is possible to turn a dysfunctional system around.”

Was this Summit a game changer? Will there be breakthroughs on these critical but tough issues? It remains to be seen when countries gather again next year (2013) in the Netherlands, at the invitation of Halbe Zijlstra, State Secretary of Education, and in results in practice and student outcomes in the years ahead. Such change will require continuing commitment, courage, and a willingness to challenge the traditional assumptions of all institutions. We have a long way to go, but perhaps this series of summits on teaching and leadership will be marked down in history as a pivotal point in moving toward the goal of a great school and an excellent teacher for every child.

*The report was written by Vivien Stewart, Senior Advisor for Education at Asia Society and author of “A World-Class Education: Learning from International Models of Excellence and Education.”*



# AGENDA

## Wednesday, March 14th

Facilitator: Tony Mackay, Executive Director, Center for Strategic Education

1:00 pm – 1:30 pm

### Welcome & Overview\*

**Arne Duncan**, U.S. Secretary of Education

**Yves Leterme**, OECD Deputy Secretary General

**Fred van Leeuwen**, EI General Secretary

1:30 pm – 2:30 pm

### Framing the Issues

**Andreas Schleicher**, Deputy Director for Education, OECD

2:30 pm – 5:00 pm

### Developing School Leaders

What are the different roles and responsibilities of 21st century school leaders (including principals, teacher leaders, senior teachers, and head teachers)? What pathways can be used for growing those leaders? How have countries succeeded in doing this at scale?

- Discussion starter presentations
- Roundtable discussion
- Q&A with attendees
- Rapporteur summary

### Discussion Starters

Shanghai, People's Republic of China

- **Minxuan Zhang**, President, Shanghai Normal University

Montgomery County Public Schools, Maryland, United States

- **Jerry Weast**, former Superintendent, Montgomery County Public Schools
- **Doug Prouty**, President, Montgomery County Education Association

Ontario, Canada

- **Laurel Broten**, Minister of Education, Ontario

### Rapporteur

- **Ben Levin**, Professor and Canada Research Chair in Education Leadership and Policy, University of Toronto

5:00 pm – 8:00 pm

### Reception and Dinner

Promenade, Trianon Complex, 3rd floor

### Welcome

- **Neal Shapiro**, President and CEO, WNET New York Public Media
- **Steven Kandarian**, Chairman, President and CEO, MetLife, Inc.

\* All sessions held in the Grand Ballroom, 3rd floor, unless otherwise noted.

**Thursday, March 15th****7:00 am Continental Breakfast****8:00 am – 10:00 am Preparing Teachers: Delivery of 21st Century Skills**

What competencies do teachers need to effectively teach 21st century skills to their students? What can teacher preparation programs do to prepare graduates who are ready to teach well in a 21st century classroom? How is success measured and quality assured?

- Discussion starter presentations
- Roundtable discussion
- Q&A with attendees
- Rapporteur summary

**Discussion Starters**

National Institute of Education, Singapore

- **Lee Sing Kong**, Director, National Institute of Education

United States

- **Dennis Van Roekel**, President, National Education Association
- **Maddie Fennell**, Nebraska Teacher of the Year 2007
- **Randi Weingarten**, President, The American Federation of Teachers
- **Marguerite Izzo**, New York State Teacher of the Year 2007

**Rapporteur**

- **Kai-ming Cheng**, Chair Professor of Education, former Senior Advisor to the Vice-Chancellor, University of Hong Kong

**10:00 am – 10:30 am Coffee Break****10:30 am – 12:30 pm Preparing Teachers: Matching Supply and Demand**

How have countries succeeded in matching their supply of high-quality teachers to their needs? How have they prepared teachers for priority subjects or locations?

- Discussion starter presentations
- Roundtable discussion
- Q&A with attendees
- Rapporteur summary

**Discussion Starters**

Japan

- **Shinichi Yamanaka**, Deputy Minister of Education, Culture, Sports, Science and Technology

Finland

- **Tapio Kosunen**, State Secretary
- **Kari Kinnunen**, Vice President, Trade Union of Education

**Rapporteur**

- **Linda Darling-Hammond**, Charles E. Ducommun Professor of Education, Stanford University

\* All sessions held in the Grand Ballroom, 3rd floor, unless otherwise noted.

# AGENDA

## Thursday, March 15th (continued from previous page)

<b>12:30 pm – 2:15 pm</b>	<p><b>Ministers' Lunch</b> Beekman Parlor, 2nd floor</p> <p><b>Facilitator</b></p> <ul style="list-style-type: none"> <li>• <b>Tony Mackay</b>, Executive Director, Center for Strategic Education</li> </ul> <p><b>Union Leaders' Lunch</b> Sutton Center, 2nd floor</p> <p><b>Facilitator</b></p> <ul style="list-style-type: none"> <li>• <b>Fernando Reimers</b>, Professor of International Education, Harvard University</li> </ul>	<p><b>Lunch Discussions</b> Trianon Ballroom, 3rd floor</p> <p>Audience members, other country group participants, and experts from around the world will engage in small group discussions over lunch.</p>
<b>2:15 pm – 3:00 pm</b>	<p><b>Country Group Meetings†</b></p> <p>Each country's participants meet to discuss how the Summit proceedings will impact their work at home. They will prepare two points to share during the closing session: their most powerful learning and their top priority going forward.</p>	
<b>3:00 pm – 3:30 pm</b>	<p><b>Coffee Break</b></p>	
<b>3:30 pm – 5:00 pm</b>	<p><b>Closing Session: What have we learned? Where do we go from here?</b></p> <p><b>Rapporteur Summary</b></p> <ul style="list-style-type: none"> <li>• <b>Fernando Reimers</b>, Professor of International Education, Harvard University</li> </ul> <p><b>Country Presentations</b></p> <p>Each country shares a slide with the two points prepared during the country group meetings: their most powerful learning and their top priority going forward.</p>	<p><b>Closing Remarks</b></p> <ul style="list-style-type: none"> <li>• <b>Susan Hopgood</b>, EI President</li> <li>• <b>Barbara Ischinger</b>, OECD Director for Education</li> <li>• <b>Arne Duncan</b>, U.S. Secretary of Education</li> </ul> <p><b>Looking Forward: 2013 International Summit on the Teaching Profession</b></p> <ul style="list-style-type: none"> <li>• <b>Halbe Zijlstra</b>, State Secretary of Education, Culture and Science, Netherlands</li> </ul>
<b>5:00 pm</b>	<p><b>Reception</b> Mercury Ballroom, 3rd floor</p>	

† Country Group Meetings will be held in the following rooms on the 3rd floor:

**Madison**

- Australia
- Belgium
- Canada
- People's Republic of China
- Denmark
- Estonia
- Finland
- Germany

**Clinton**

- Hong Kong, SAR
- Hungary
- Iceland
- Indonesia
- Japan
- Republic of Korea
- Netherlands
- New Zealand

**Gibson**

- Norway
- Poland
- Singapore
- Slovenia
- Sweden
- Switzerland
- United Kingdom
- United States

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