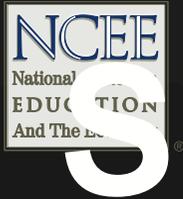


EMPOWER ED EDUCATOR

June 6, 2017



CENTER ON INTERNATIONAL
EDUCATION BENCHMARKING
LEARNING FROM THE WORLD'S HIGH-PERFORMING EDUCATION SYSTEMS

HOW HIGH-PERFORMING

SYSTEMS SHAPE

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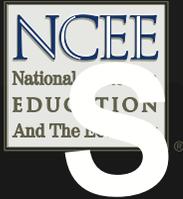
Welcome

Betsy Brown Ruzzi
Vice President of NCEE and
Director of CIEB

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www.ncee.org/empowered-educators

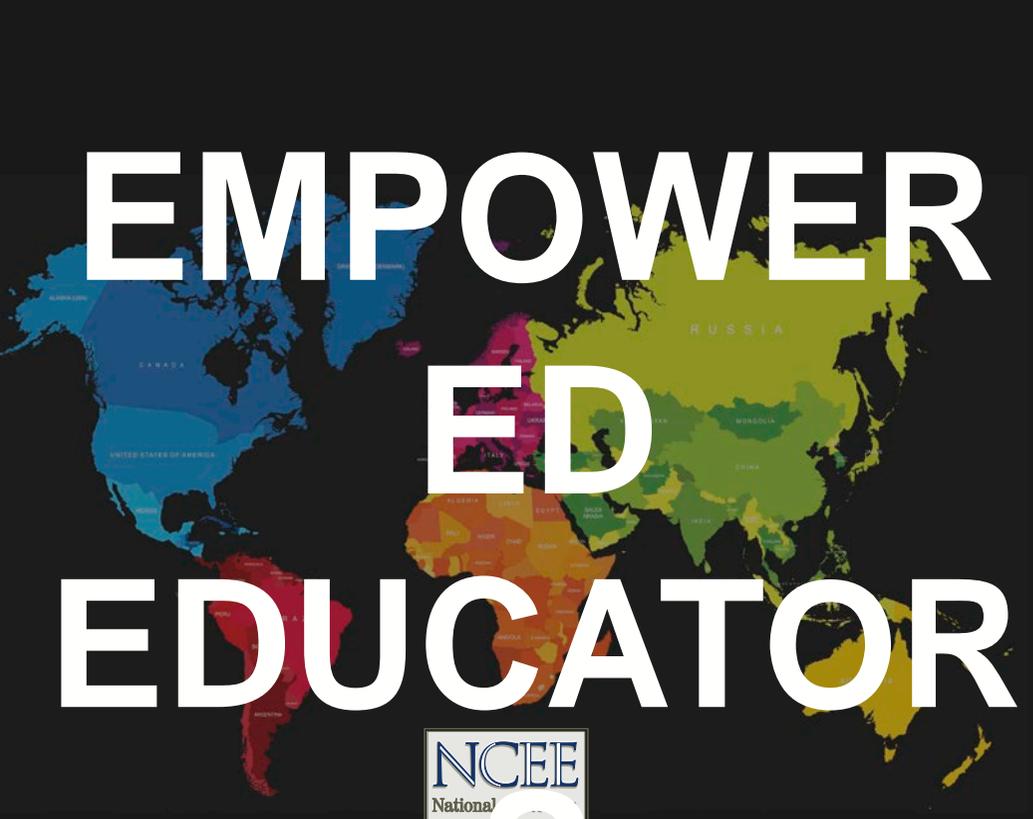
#EmpoweredEducators



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*Introduction to the Empowered
Educators Study*

Marc Tucker
CEO and President of NCEE



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Empowered Educators Study Findings

Linda Darling-Hammond
President and CEO, Learning
Policy Institute, Lead Researcher
Empowered Educators

With **Dion Burns**
Senior Researcher, Learning
Policy Institute, Co-author and
Researcher *Empowered
Educators*

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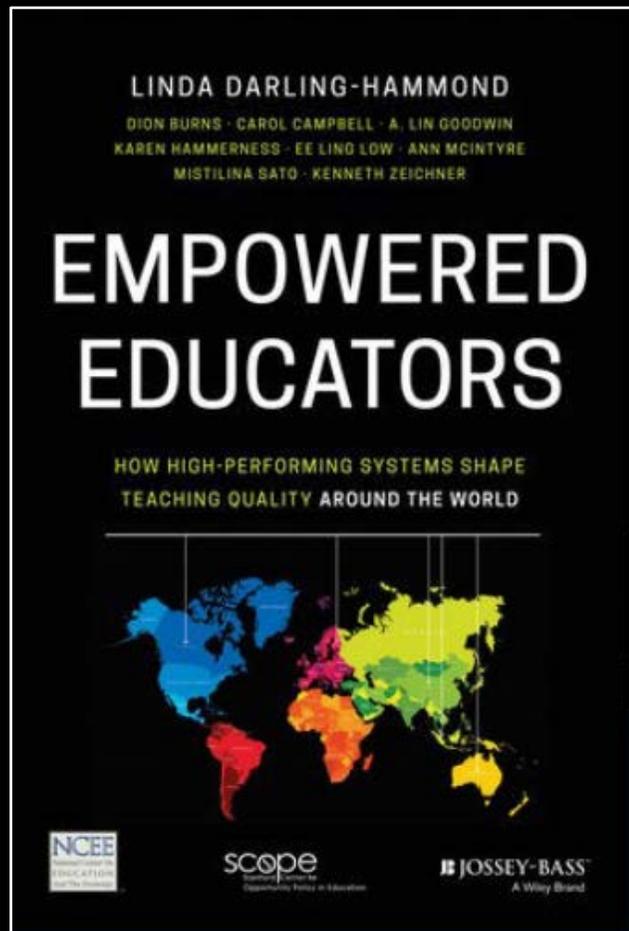
Linda Darling-Hammond, Dion Burns
June 6th, 2017



Goal of Empowered Educators

Aim: to provide rich descriptions of the policy and practices that support teaching quality in high-performing jurisdictions





www.amazon.com

 LEARNING POLICY INSTITUTE

About the Study

Methodology:

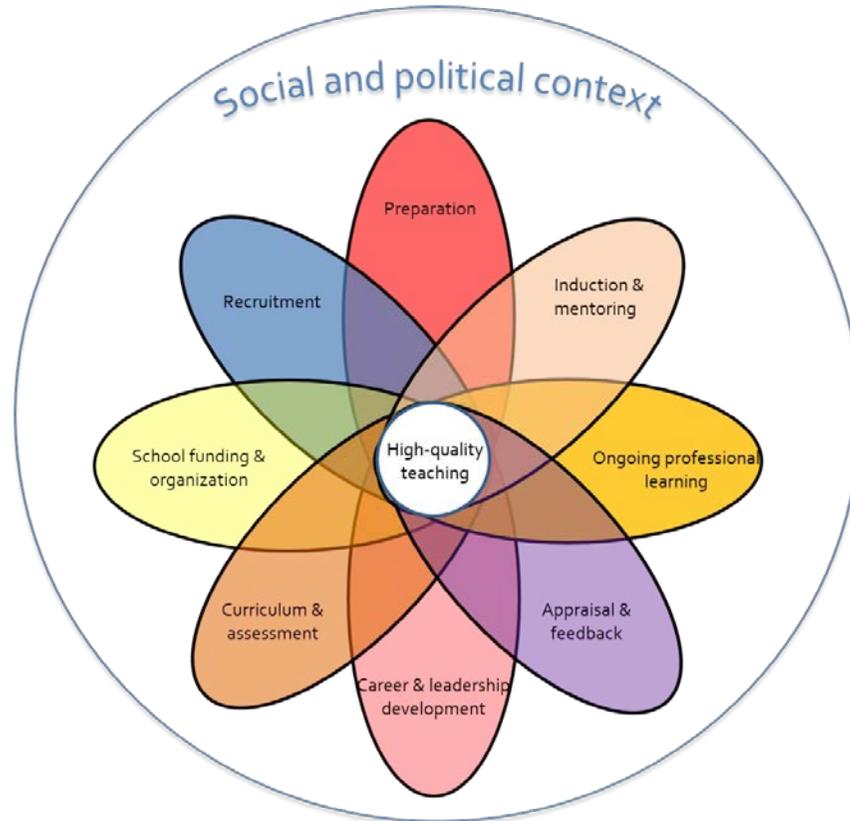
- Nested case studies
- Document review
- Analysis of quantitative data
- Interviews with policymakers and practitioners
 - Government officials
 - Education leaders
 - Practitioners in schools, IHEs, and professional learning organizations
- Observations of teaching & professional learning in action
 - Audio and video capture

Research Team Leaders

Linda Darling-Hammond (PI)

- Ann McIntyre (NSW)
- Dion Burns (Victoria)
- Ken Zeichner (Alberta)
- Carol Campbell & Ann Lieberman (Ontario)
- Karen Hammerness & Pasi Sahlberg (Finland)
- Mistilina Sato (Shanghai)
- Ee-ling Low & A. Lin Goodwin (Singapore)

Policies in a Teaching and Learning System



Teacher capacity in a teaching and learning system



Tony Mackay, Australia

Teacher capacity in a teaching and learning system



Tony Mackay, Australia

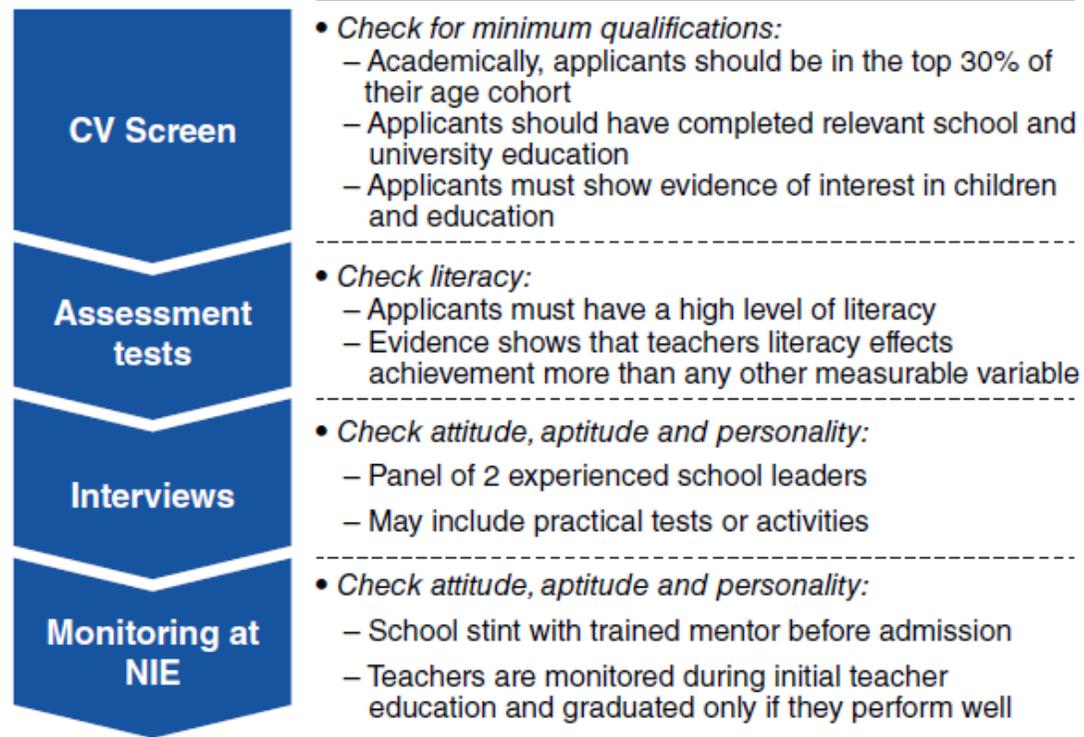


Finding and Keeping the Best: Recruitment, Selection & Compensation

Recruitment

- Competitive recruitment based on academics and dispositions associated with teaching
 - ✓ Research orientation
 - ✓ Commitment to all children & the profession
 - ✓ Interpersonal / verbal skills
- Into a small number of programs of comparable quality and rigor
- Preparation largely or completely paid for
- Some countries also pay stipends/ salaries

Figure 3–1 The Process of Teacher Recruitment in Singapore



Source: Barber and Mourshed (2007). Updated based on more current information.

Recruitment & Selection

Compensation / Career Development

- Salaries comparable to other professions requiring college degree
- Equitable across schools / districts
- Enhanced for teachers taking on additional responsibilities
- Career ladders in Singapore, Shanghai, and Australia / Career lattice in Ontario
- Multiple opportunities for leadership and sharing of expertise





Profession-Ready Teachers: Preparation & Induction

Preparation

- Guided by Professional Standards of Practice
- Strong Preparation in
 - ✓ Content-Specific Pedagogy focused on 21st Century Skills
 - ✓ Learning and Development
 - ✓ Curriculum and Assessment
- Research-Based and Research-Oriented
- Learning in Practice with Expert Mentors



"Model" Schools in Finland

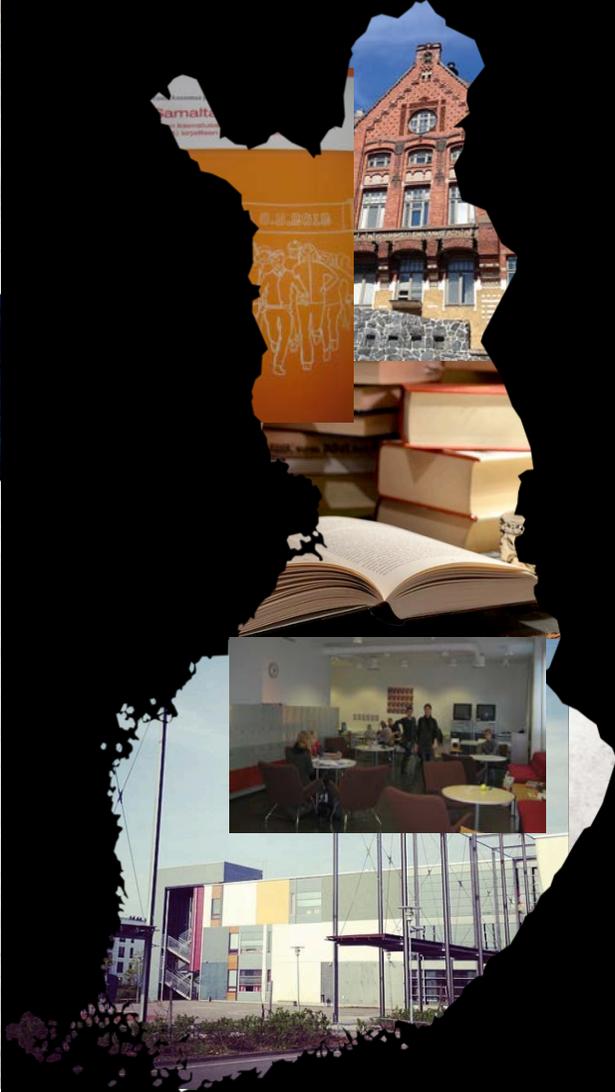
Mentor Teachers

3 current research projects;
Recently published a book



3 master's degrees and
PhD

Finishing PhD

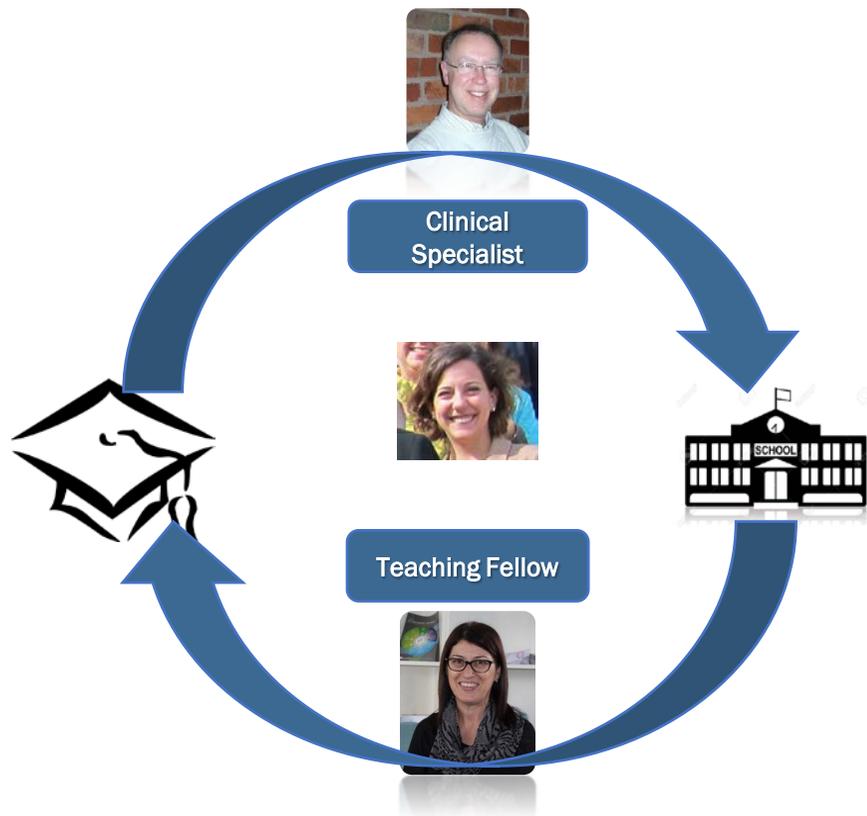


Teacher preparation - Finland

Professional Teaching Schools

As in medicine and other professions, teaching schools allow teachers to *see and enact best practices* linked to research and theory

- State-of-the art education for students
- Learning from expert veterans
- Tightly linked coursework
- Development of new curriculum, new practices, and research



Initial Teacher Education: U. of Melbourne, Victoria

Induction for Beginners

Regularly available to all

Guided by trained Senior Teachers

- In-classroom coaching
- Curriculum and lesson planning
- Seminars on key topics

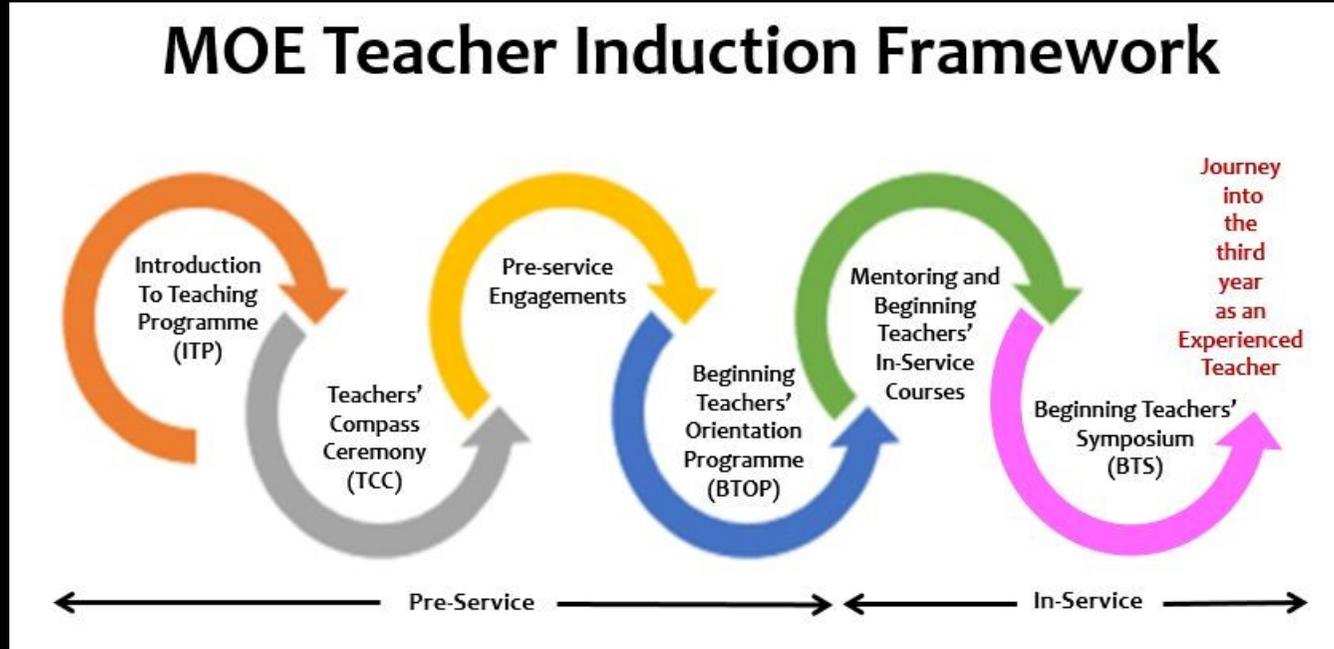
Reduced teaching load

Typically 2 years

- 4 years in Toronto



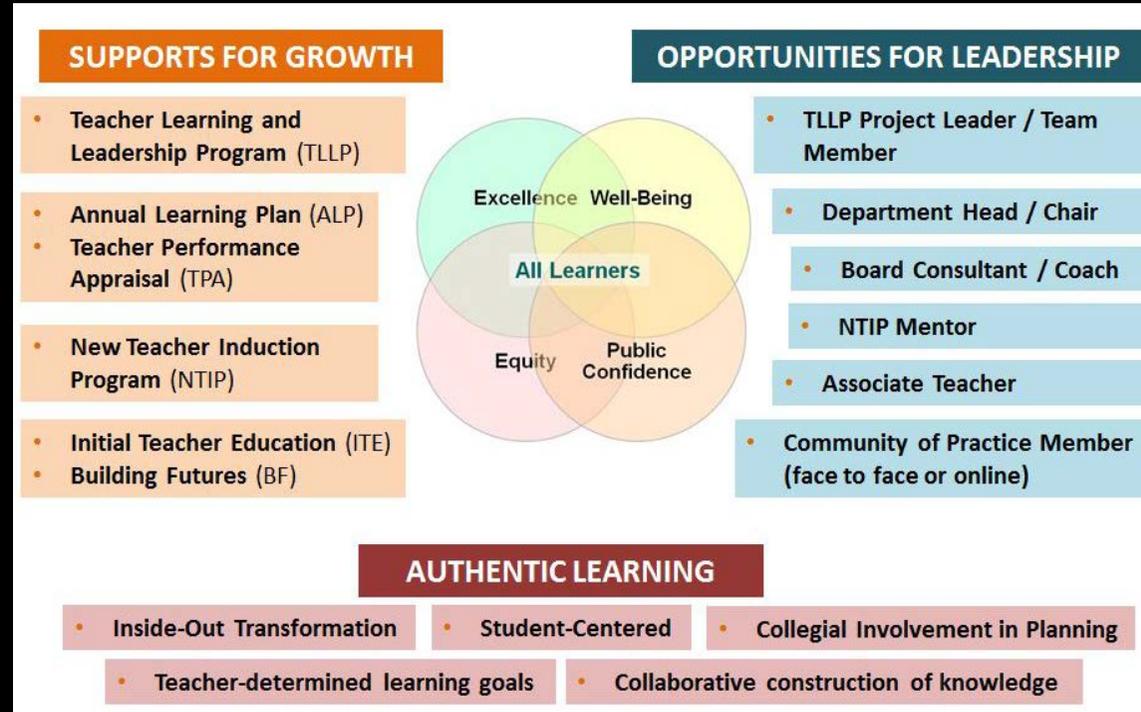
Induction in Singapore



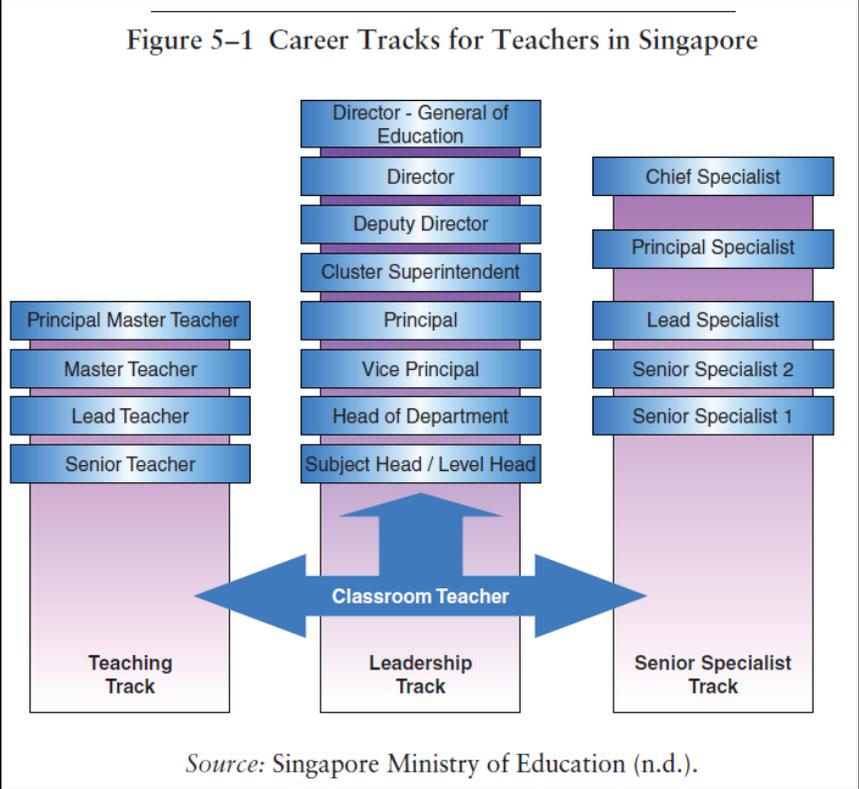


Developing High-Quality Teaching: Effective Professional Learning

Fostering Teacher Development: Ontario, Canada



Teacher Career Ladders

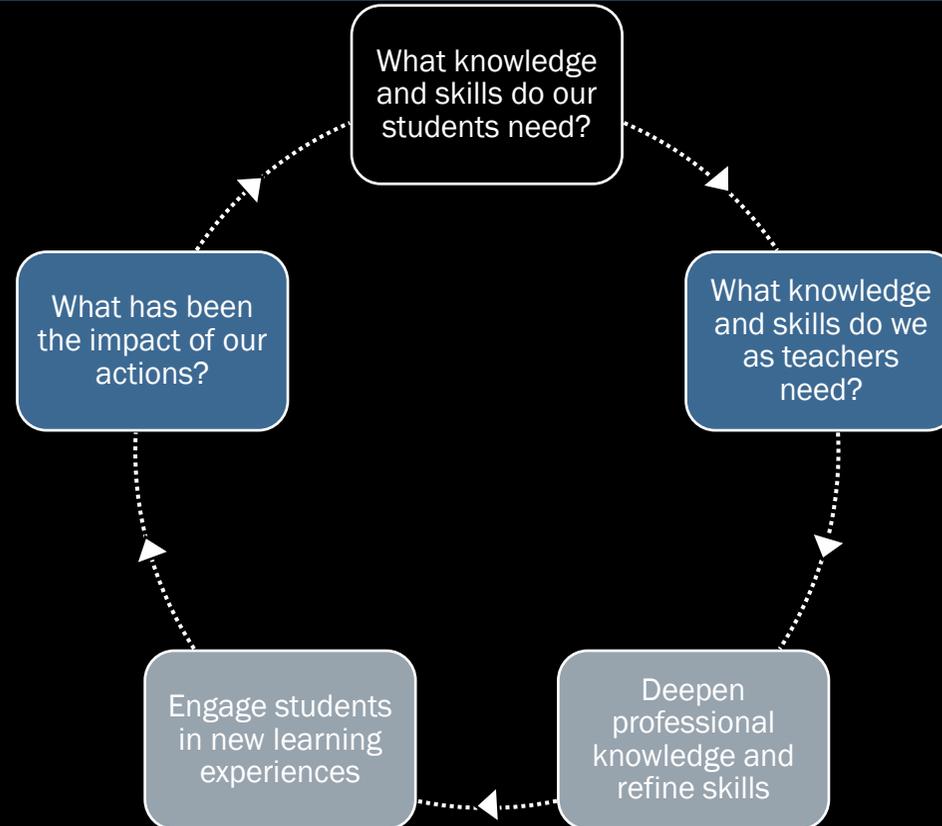


Professional Learning Opportunities

Professional learning:

- *Continual and developmental*

Professional Learning Cycle (Australia)



Professional Learning Opportunities

Professional learning:

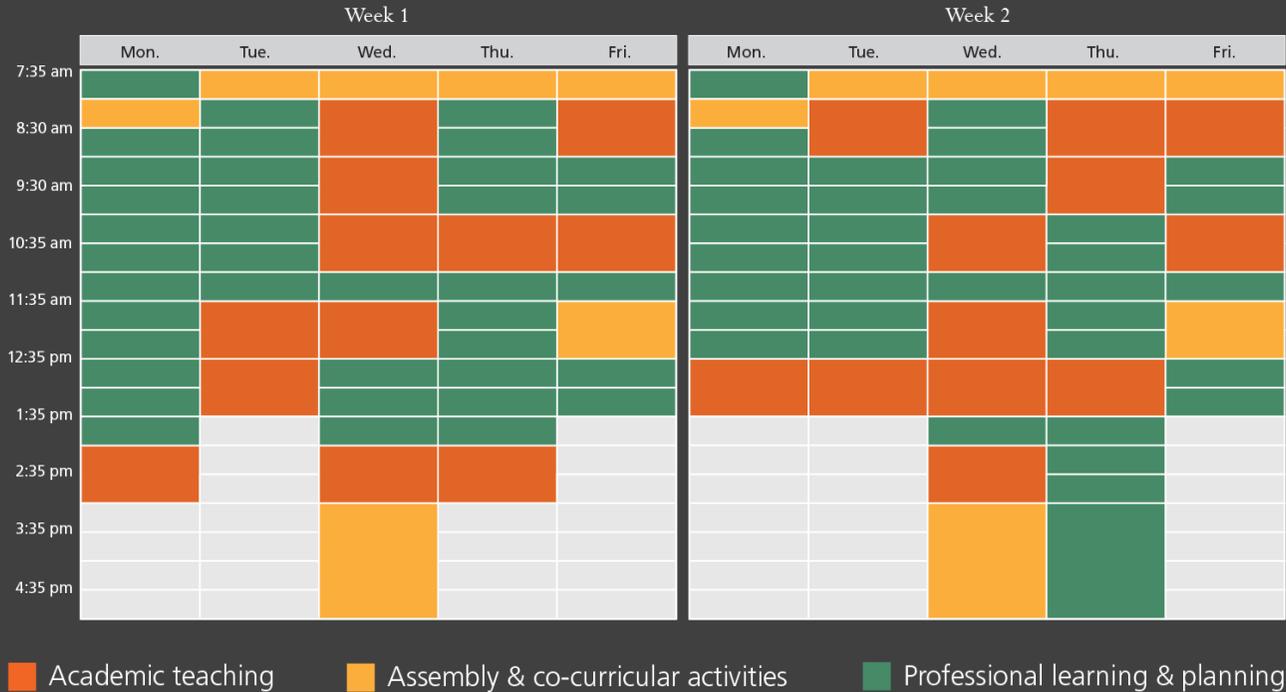
- *Continual and developmental*
- *Collaborative*
 - Time for professional learning in teacher schedules, plus paid time for professional learning
- *Teachers lead learning for colleagues*
 - Teacher and school networks



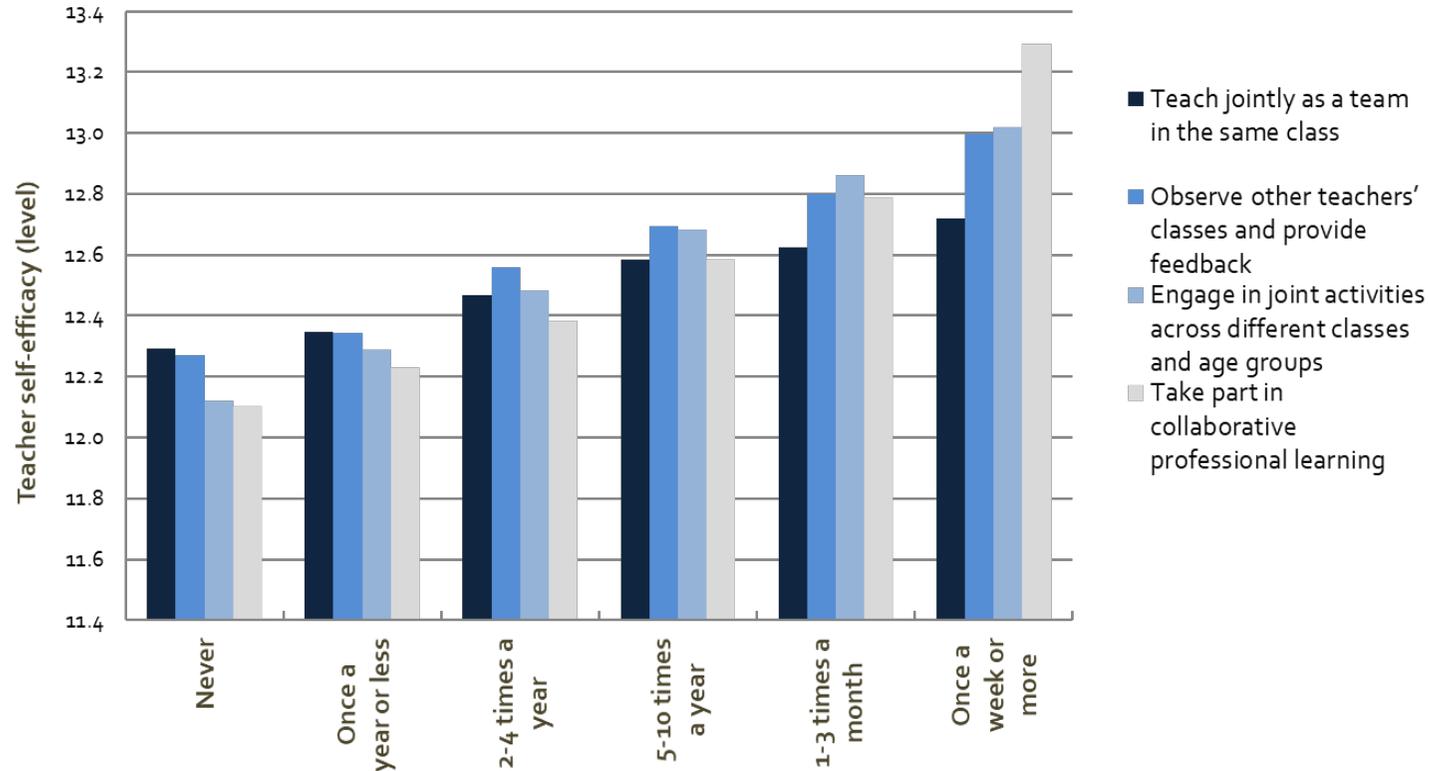
Teacher professional learning in Singapore

Time for professional collaboration in Singapore

Rosmiliah's Schedule



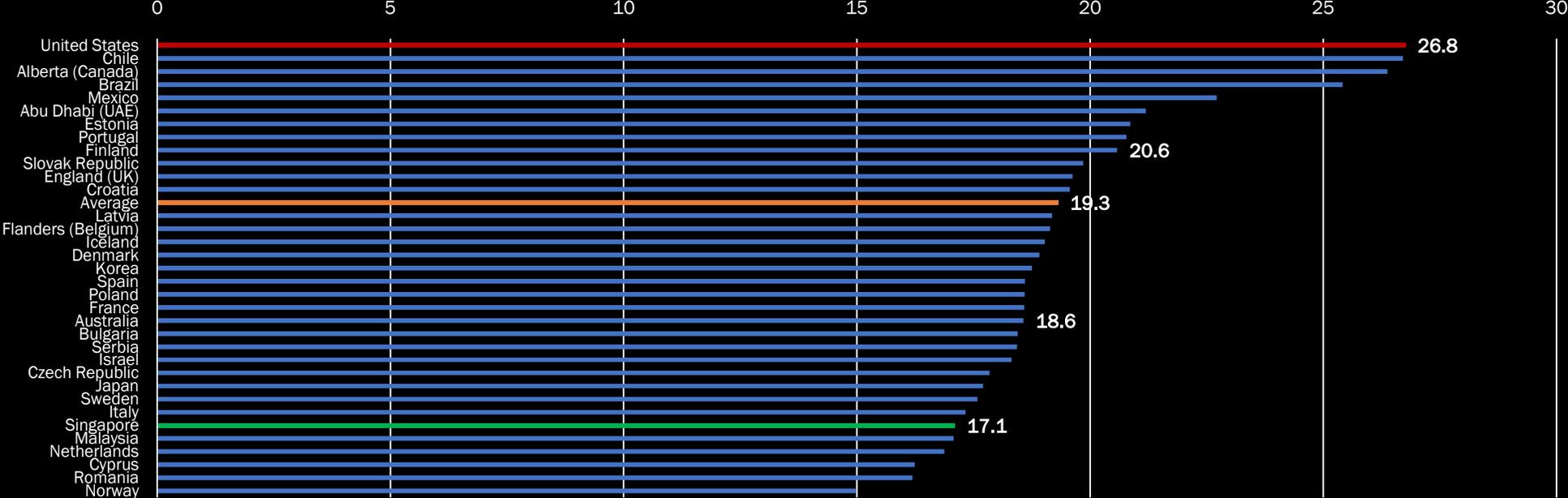
Professional Learning Is Collaborative



Source: OECD. TALIS 2013 Results: An International Perspective on Teaching and Learning. OECD Publishing.

Number of Instructional Hours

Hours spent on teaching



Professional Learning Opportunities

Professional learning:

- *Continual and developmental*
- *Collaborative*
 - Time for professional learning in teacher schedules, plus paid time for professional learning
- *Teachers lead learning for colleagues*
 - Teacher and school networks
- *Teachers are researchers*
 - Action research, grants, and publications





Jiaoyanzu at Pujian No. 2
Elementary School, Shanghai

Professional Collaboration in Shanghai



Towards a Teaching and Learning System

Lessons from well-developed systems

Standards: Clarity about what constitutes high-quality teaching

Selectivity made possible by competitive compensation, support for preparation, supportive teaching conditions

Professional learning that is collegial, job-embedded, research-oriented, connected to school improvement efforts, and ongoing

Time: for teachers to work with and learn from colleagues, to conduct their own research, and to share practices

Feedback: collaboration and continuous feedback help teachers reflect on and improve individual and collective practice

Teacher leadership: professional learning is often teacher-led. Teachers' expertise is developed, recognized, and shared.

Networks: mechanisms exist for sharing practices across schools



Questions?

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Panel I: Discussion of Findings with Country Researchers

Linda Darling-Hammond
Karen Hammerness
Mistilina Sato
A. Lin Goodwin
Ann McIntyre

Marc Tucker, *moderator*

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A Conversation with Andreas Schleicher

Andreas Schleicher, Director for Education and Skills at the Organisation for Economic Co-operation and Development (OECD)

and Marc Tucker

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Panel II: Empowered Educators' Lessons for the United States

Ryan Wise

Shael Polakow-Suransky

Lily Eskelsen Garcia

Peggy Brookins

Linda Darling-Hammond, *moderator*



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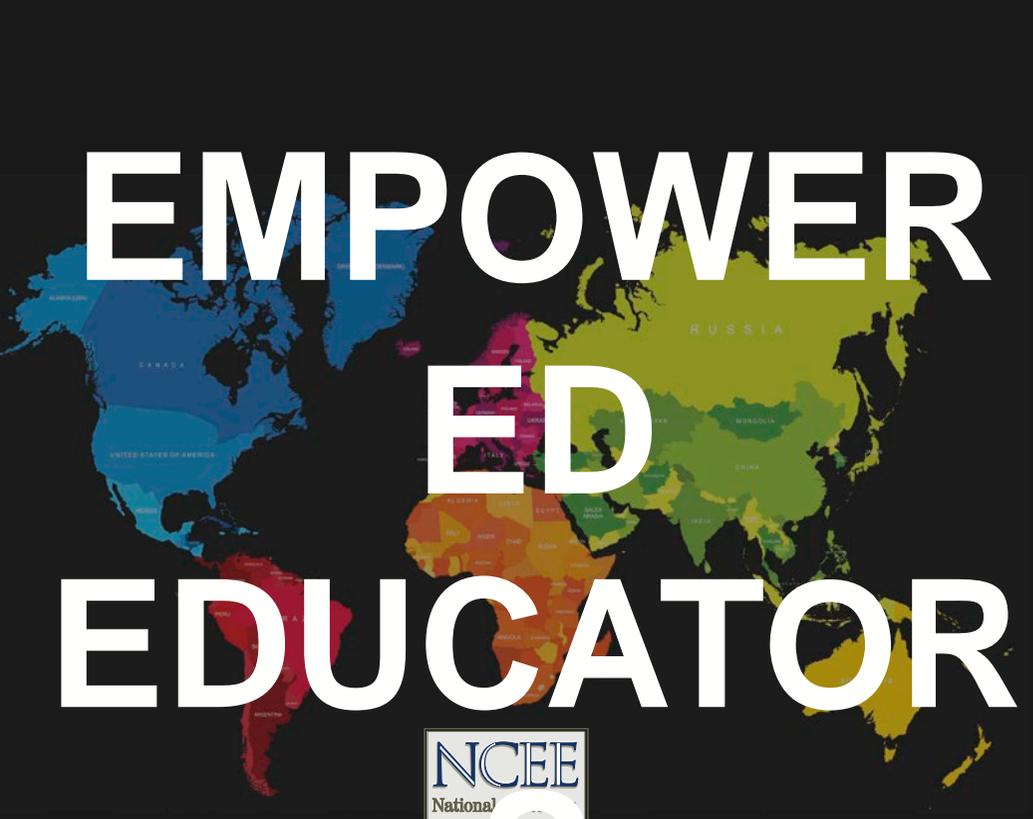
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Closing Remarks

Marc Tucker



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HOW HIGH-PERFORMING
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Please join us for a book
signing with Linda
Darling-Hammond in the
auditorium lobby

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