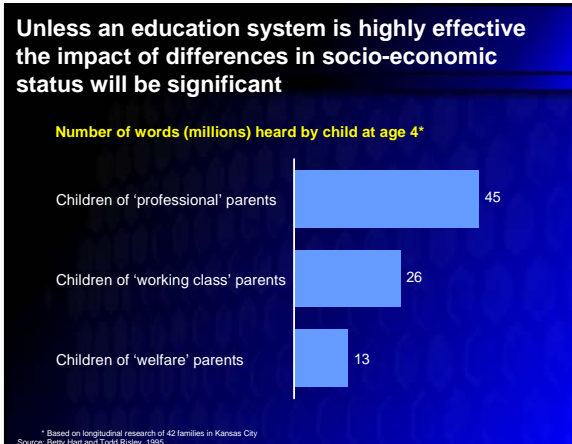
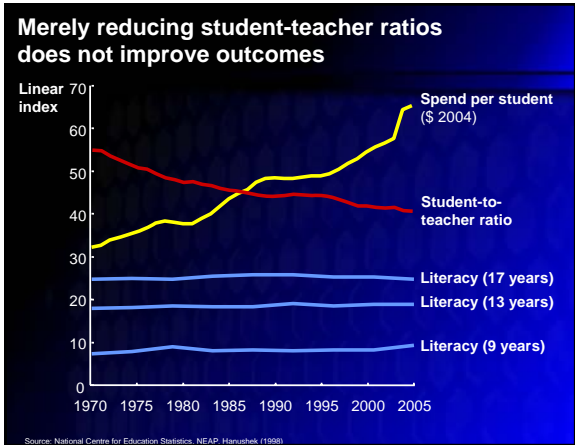
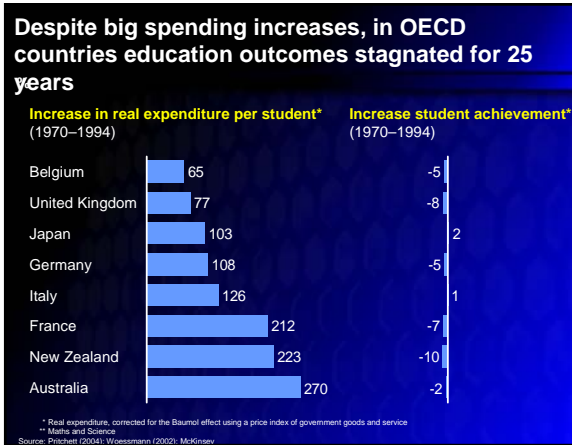


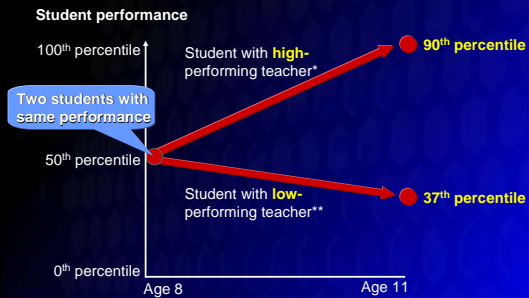
## The Challenge of Achieving World Class Performance: Education in the 21st Century

Sir Michael Barber  
 St. Paul, 6 August 2009

# The Problem



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



\* Among the top 20% of teachers  
 \*\* Among the bottom 20% of teachers  
 Source: Sanders & Rivers Cumulative and Residual Effects on Future Student Academic Achievement

# The Evidence

## Lesson 1

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

Great systems attract great people into teaching

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

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

In England advertising has spearheaded a major improvement in teacher recruitment

And you thought magnesium was reactive.

0845 6000 991  
www.teach.gov.uk Use your head. Teach.

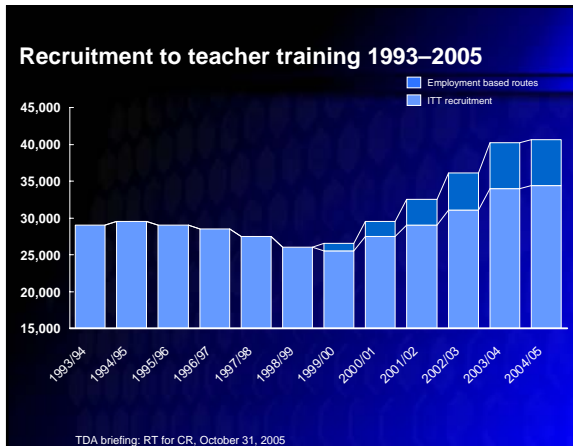
He'll be a foot taller. You could be earning £31.5K. A lot can happen in six years.

0845 6000 991 Use your head. Teach.

Source: Training and Development Agency For Schools

Work with the most exciting people in the country.

www.teach.gov.uk 0845 6000 991 Use your head. Teach.



## Lesson 2

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

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

#### Professional development in Shanghai and Japan

| Peer observation  | Lesson study   | Demonstration lessons   |
|---|--|---|
| All teachers in Shanghai are required to visit and observe at least eight lessons by colleagues each term | Teachers in both Shanghai and Japan work in teams to analyse and develop model lessons | Teachers demonstrate excellent practice to a wider group of instructors, followed by discussion and feedback sessions |

## Lesson 3

“High performance requires every child to succeed.”

### Finland: Educational support

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

Students are integrated back into normal classes

Class teachers identify students who need additional support

Students receive additional support from special education teachers

Source: Interviews, Finland’s Thematic Review on Equality

## Lesson 4

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

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

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

**6 month programme to develop new principals**

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

Source: Interview, McKinsey

Conclusion

**The Building Blocks of World-Class Education**

| Standards and Accountability                                      | Human Capital  | Structure and Organisation  |
|---|--|---|
| Globally-benchmarked standards                                    | Recruit great people and train them well                   | Effective, enabling central department and agencies                           |
| Good, transparent data  | Continuous improvement of pedagogical skills and knowledge | Capacity to manage change and engage communities at every level               |
| Every child on the agenda always in order to challenge inequality | Great leadership at school level                           | Operational responsibility and budgets significantly devolved to school level |

Source: Barber 2008; Whelan 2009

**The required cultural shift**

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Hit &amp; miss</li> <li>• Uniformity</li> <li>• Provision</li> <li>• Producers</li> <li>• Inputs</li> <li>• Generalisation</li> <li>• Talk equity</li> <li>• "Received wisdom"</li> <li>• Regulation</li> <li>• Haphazard development</li> <li>• Demarcation</li> <li>• Look up</li> </ul> | ➔ | <ul style="list-style-type: none"> <li>• Universal high standards</li> <li>• Diversity</li> <li>• Choice</li> <li>• Customers/citizens</li> <li>• Outcomes</li> <li>• Specificity</li> <li>• Deliver equity</li> <li>• Data and best practice</li> <li>• Incentives</li> <li>• Continuous development</li> <li>• Flexibility</li> <li>• Look outwards</li> </ul> |
| <b>Comfortable</b>  |   | <b>Demanding</b>   |

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