

PROGRESS ON 2015 GOALS

Canada

Commitment #1: To focus on teacher leadership and real forms of collaboration, with particular attention to teacher recognition and career enrichment

- *Jurisdictional activities:*
Several jurisdictions responded to this commitment to enhance the role of the teacher by pursuing new initiatives for professional development, enrichment, and recognition. For example, one jurisdiction passed an *Education Statutes Amendment Act*, while another continues to successfully run a Teacher Learning and Leadership Program. Such initiatives and programs set the stage for teachers and their respective jurisdictions to work together to develop a framework that will create more learning and leadership opportunities for teachers to hone their skills. In addition, several jurisdictions have established Minister's Excellence in Teaching Awards to commend the work of outstanding educators on an annual basis.
- *Teacher-organization activities:*
Teacher organizations in many jurisdictions across Canada support teacher-initiated and teacher-led action research. Support includes opportunities for professional learning about action research as well as funding and release time for specific projects on topics or concerns that affect teachers' daily work with students.

Commitment #2: To foster a climate of innovation that supports deeper learning and practice

- *Jurisdictional activities:*
Building on the principles of community connections, personalized learning, differentiated instruction, and technology in the classroom, several jurisdictions have worked to foster innovative educational environments. While one jurisdiction administers anonymous surveys in Grades 4 to 12 to allow students to voice their opinions, concerns, and ideas, another has developed a three-component model of in-service learning that blends the use of technology with face-to-face workshops to support teachers as they enrich their classroom practices. Jurisdictions are also identifying priority curriculum areas and providing additional supports for their development, such as Indigenous education, entrepreneurship, experiential learning, and career foundations.
- *Teacher-organization activities:*
Teacher organizations advocate for and regularly offer professional learning opportunities for teachers that are meaningful and supportive of individual teachers'

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needs. A teacher-organization-led national survey was conducted to determine teacher perspectives on the successful use of networked technologies in the classroom. Many teacher organizations provide learning options *for* teachers, *by* teachers, such as summer institutes, credit courses, and webinars that foster innovation and leadership, as they engage teachers in experimenting with, and implementing, innovative practices in the classroom. One teacher organization recently partnered with a federation of school councils and university researchers to hold province-wide public sessions and review on-line submissions, which will form the basis of a report to be presented to government.

Commitment #3: To foster collective ownership of and responsibility for a climate of high expectations and well-being of all students, which includes: integration of services; engagement of families and communities; and provision of equitable access to fair and inclusive education environments, with a special emphasis on Indigenous children

- *Jurisdictional activities:*

Improving the well-being of all students is a top priority across ministries and departments of education in Canada. To work toward this goal, one jurisdiction is implementing integrated service delivery for children and youth that involves the collaboration of four government departments, local school districts, and regional health authorities. A number of other jurisdictions are concentrating on building strong parent partnerships by providing additional resources to encourage parental participation in their children's learning. Several jurisdictions are also working to respond to the Truth and Reconciliation Commission of Canada's report by implementing programming to support the success of Indigenous students, improve their sense of belonging, and raise awareness of Indigenous languages, cultures, and histories among all staff and students.

- *Teacher-organization activities:*

Teacher organizations in Canada are leaders in promoting social justice and equity in K–12 education. For example, a teacher-organization-led national survey has been conducted to understand teachers' perspectives on existing and needed supports (including professional learning and resources) for integrating Indigenous knowledge and culture in classrooms and schools across the country. A major study of teachers' perspectives on LGBTQ-inclusive education in K–12 schools was conducted in partnership with university researchers and teacher organizations across the country. Many teacher organizations partner with community organizations, universities, parent groups, and various government agencies to provide programming and resources to ensure that teachers have the necessary tools to encourage students to be just and inclusive citizens.

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Switzerland

“You need a whole village to educate a child!”

1. On the way to professional career of teachers and distributed leadership: „Zertifizierung der Ausbildung von Praxislehrpersonen“(swiss universities under the roof of a new law for high education)
2. In addition to management and external evaluation public schools begin now to work with an internal systematic quality process system: ProfilQ <http://www.profilq.ch> & Learning from each other: www.schulpreis.ch.
3. „Bildungslandschaften Schweiz“ = intensive cooperation of public schools with extracurricular actors for a better education (supported by Jacobs Foundation <http://bildungslandschaften.ch>)

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Germany

1. Strengthen teachers in dealing with diversity in the classroom

- In March 2015 the Standing Conference and German Rector's Conference (HRK) resolved the joint declaration "Teacher training for a school of diversity"¹. This declaration strengthens the responsibility of the administrations of institutions of higher education to prepare teachers for dealing with the topic of diversity in future. The HRK represents 268 institutions of higher education throughout Germany. Key points for the organisation of diversity-oriented teacher training at institutions of higher education had previously been formulated at a nationwide symposium. This symposium was attended by rectors of institutions of higher education, representatives of the school and university administration boards as well as well-known representatives of the teaching disciplines and educational sciences.
- The Länder and municipalities in their function as school authorities are currently shouldering the task of giving young refugees the chance to participate in education and the best possible start in an educational career. They have greatly extended their continued education and advanced training offerings for teachers in the field of German as a foreign language and dealing with diversity.
- The Länder are hereby stepping up their efforts to increase the share of trainee teachers, teachers, Erzieherinnen and Erzieher (state-certified youth and child-care workers) and social education workers from an immigrant background.
- The Länder are also striving for an internationalisation of the teaching force through international continued education courses and temporary employment in German schools abroad. Worldwide, there are at present a total of 140 German schools abroad.
- Together with the educational media publishers and migrant organisations, the Länder developed a concept for the production and use of educational media that aims to reflect the cultural diversity of people in our country as the norm and not the exception. In future, teachers should also be empowered through targeted continued education courses in an ability-oriented consideration of a diverse body of pupils.
- In the annual talks between the Ministers of Education and Cultural Affairs and representatives of the migrant organisations in October 2015, the expansion of parents' work in schools was resolved. Cooperations in the field of the teaching of young refugees were also agreed.
- The quality of teacher training at the institutions of higher education in the Federal Republic of Germany will be improved with the "Teacher training quality offensive". The Federation began supporting innovative concepts for teacher training courses in 2015 for

¹ "Educating teachers to embrace diversity" -Joint recommendations by the German Rectors' Conference and the Standing Conference of the Ministers of Education and Cultural Affairs of the States in the Federal Republic of Germany

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a period of ten years with around 500 million euros. The focus here is on a practical orientation when dealing with heterogeneity and inclusion.

- The unions GEW and VBE consider a nationwide further development of teacher training necessary in this context and themselves offer continuing education, counselling and support as well as publications to prepare teachers in dealing with heterogeneous learning groups. The unions GEW and VBE also advocate improvements in the working conditions in schools so that the support of all children and young people can be further improved.

2. Improve learning and teaching in the digital world

- The Ministers of Education and Cultural Affairs of the Länder resolved to develop a joint nationwide strategy for "Education in the digital world" in 2015. The goal of this strategy is to prepare teachers and learners for life in a digitised world and to competently and creatively exploit the opportunities and potentials offered by digitisation.
- The quality of the educational processes and equal opportunities hereby have to be safeguarded in a digitised society. The acquisition of competences for educational processes in the digital world will be integrated bindingly in the teaching methodologies, teaching practice and continued education in future teacher training.
- From the point of view of the unions GEW and VBE, the expansion of systematic further and continuing education on the key topic of "Digital education" is absolutely essential for teachers in service. This was made clear to the Ministers of Education and Cultural Affairs by the GEW and VBE in talks and at the same time backed up by their own advanced training offers and conferences for teachers and school principals.

3. Develop a modern understanding of leadership in schools in the 21st century

- The nationwide learning assessments, the inspection system on a Länder level and the national report on education that were installed in 2000 are part of an innovative control and feedback culture. They impart basic systemic quality requirements that sustainably strengthen the awareness of teachers and school principals for their role as designers of learning processes and the organisation of schools. Teachers increasingly regard themselves as mediators between "School as a learning organisation" and their challenging environment.
- The staff appraisal procedures of the Länder to assess probationary teachers and teachers refer to this. Specific management, leadership and assessment competences are also developed in special continued education courses offered by the Länder for executives.
- The unions GEW and VBE have made a critical contribution to the discussions in a "manifesto" and are in talks with the Standing Conference and leading education

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researchers to further develop quality assurance. GEW and VBE are very interested in continuing this process of dialogue so that learning assessments can help schools systematically improve learning processes.

4. Expand the collaboration between government and teachers' unions

- Communication between the education administrations of the 16 Länder in the Federal Republic of Germany and the staff, teachers' and professional associations is ongoing and sustained on all political levels.
- The dense network of communication (hearings, participation and involvement procedures, etc.) on the professional and wage policy organisation of the teaching profession is a "brand essence" of the federal structure of the German educational system. The education unions and the Ministers of Education and Cultural Affairs of the Länder also cooperate to ensure the quality and mobility of teachers.
- In the annual talks between the Ministers of Education and Cultural Affairs of the Länder and the teachers' associations during 2015, one particular topic was the challenges associated with teaching refugee children and the requirements of inclusion.
- VBE and GEW are constantly working towards an intense dialogue in the Länder and at the Standing Conference level to improve conditions in schools. This includes in particular the integration of findings from school practice in the further development of educational standards. The expert discussions on the further development of education monitoring that have been launched are seen as confirmation by the unions GEW and VBE to continue along this path. After all: a sensible monitoring system that is accepted by teachers can best be successfully implemented if the teachers and their democratically legitimised interest groups are involved in its development. Co-determination is a strength of the cooperation between employers and employees. It can be called exemplary.

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Denmark

In 2014 it was decided by the minister of Education then in power and the executive committee of DUS (a national umbrella body to the social partners in the domain of education in Denmark) to set up a working group to discuss the follow up to the joint Danish priorities phrased out in conjunction to the ISTP 2014.

It was later decided that this working group should be continued to follow up on the ISTP 2015 priorities.

The WG had its third session in April 2015. The WG took note of the three priorities of the ISTP 2015 and it was decided by the group that the ongoing discussions on nurturing a culture of evaluation and feedback could remain as a core thematic component in the follow up on the new priorities.

In this session it was also decided that the WG would recommend a continuation of its work to make preparations for the next ISTP and to follow up on the latest.

It was also decided to jointly set up a national conference on evaluation and feedback culture that was held in February 2016.

The conference was joined by leaders and practitioners from primary and lower secondary schools and upper secondary schools. Union leaders were also present.

The aim of the conference was to deliberate

- how a culture of evaluation and feedback can enhance students' learning,
- how to share knowledge and inspiration on the nurturing of an evaluation and feedback culture among leaders and practitioners,
- how a forward looking approach to the work on evaluation and feedback at institutional level can be developed, introduced and supported.

The point of departure for the conference was the contemporary knowledge in the domain including how to undertake meaningful and trustful evaluation and what levers can ensure the enhancement of an institutionally anchored evaluation and feedback culture in a forward looking perspective.

Comprehensive research was prominently featured together with best practise examples presented jointly by leaders and practitioners.

The conference deliberations mainly focussed the role of leaders and the dynamic yet trustful interface between leaders and practitioners as a precondition for evaluation and feedback that will eventually have a positive impact on learning and outcomes.

The conference is viewed as a focused joint effort to strengthen the local evaluation and feedback culture.

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With the aim to help leaders and practitioners locally to build on inspirational best practices to move towards their next practice it is considered to undertake further initiatives to spread inspiration across the educational sectors involved.

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Estonia

1. Collaboration – support and develop learning communities within schools and disseminate best practices.

Learning communities in schools and the sharing of best practices are being supported centrally by the state. The *Huvitav Kool* (Engaging School) initiative has been established to bring together schools, parents, entrepreneurs and communities as a whole. As well as to find ways to make learning at school more interesting while also better integrating schools into local life. The ‘Best Practices Day’ conference is held twice a year and in 2015, a competition was held for joint projects completed by schools. Schools interested could apply for financial support for their joint initiatives.

Universities for teacher training have been cooperating with partner schools to build a new tradition of joint learning.

A project has been initiated where university researchers collect the best practices of schools, then study and analyse them to establish a knowledge base which offers accessible and practical results for everyone. Once these collected practices have been analysed, anyone planning an activity similar to a previous one, will be able to see: What problems can be solved by these methods, what environments they are best suited to, what timeframes to consider, etc.

Although there are numerous initiatives, these activities are not systematised enough as of yet, and a lot depends on the instigators of any specific initiative; therefore this area is one for improvement.

2. Teachers’ self-confidence starts with initial training – integrate leadership skills in all teacher PD programs (both initial and in-service).

The self-confidence of teachers has been under a great deal of discussion in recent years. One of the most influential discussions took place in the Learning Valley of the ‘Festival of Opinion Culture’, where this topic was discussed over two days.

There is a cooperation with universities underway, to look for ways to improve the efficiency of teachers’ self-analysis, as this is a significant professional tool. Opportunities are being created in the area of professional training, and the initial training curricula are placing more emphasis on the skill of self-analysis. Mentors are getting more attention than before, as their role in supporting novice teachers is now very important, including during the development of self-analysis skills.

In 2015, Tallinn University conducted the first pilot training session of teachers as leaders. Among the training topics financed centrally/by the state, that of leadership skills of teachers will also take high priority in 2016 as well.

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3. Building trust starts with understanding – creating job-shadowing program in between teachers, principals, ministers, ministry employees, local municipality employees etc.

Increasing trust through better understanding of each other's work, and creating and using available opportunities for job shadowing are valuable opportunities here. In 2015, job-shadowing vacancies were established and used by future school headmasters (the next generation) as well as headmasters who have been on the position for less than a year. There was also one self-initiated job exchange, where two headmasters from different towns exchanged schools for a week.

In 2015, the job shadowing practices were limited to the scope of the profession; however, the next steps will include a more systematic opportunity for job exchanges and taking up opportunities to job shadow across various professions: teacher - minister, headmaster - head of municipality etc.

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Finland

As one of the actions under the key project “Knowledge and education” in the government programme, the Ministry of Education and Culture has set up a teacher education forum, with representatives of teacher education, relevant stakeholders and education administration. Among the key tasks of the forum is to prepare a development programme for basic and further education that comprises teacher education at universities and teacher education colleges, development of the professional skills of teachers and research in support of teacher education. In this key project funding is provided for a reform of the teachers’ basic and further education and implementation of the development programme. Priority issues in the programme include induction, mentoring and enhancing the cooperation culture among teachers.

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Japan

1. Realize “School as a Team” that will improve total school performance of education and organization, with collaboration and cooperation by teachers and staff.

2. Review/rebuild teacher training, recruitment, and further development systems to secure “teachers who continue to learn autonomously.”

- In order to promote the reforms of the educational system in regards to 1) and 2) above, Ministry of Education, Culture, Sports, Science and Technology (MEXT) formulated “The Plan for the Creation of Schools and Communities in the next generation” as a comprehensive policy package in January 2016, and is planning to advance the following reforms.
- In regard to the “Team Gakkou (School as a Team)” idea, in order for schools to deal with more complicated and diversified problems surrounding them, and to make children acquire required capabilities, MEXT is planning to strengthen teaching systems in schools. In addition, by establishing organizations where teachers cooperate and share a wide variety of work with staffs who have specialties such as psychology and welfare, and by strengthening the function of school clerical staffs, MEXT is planning to improve the educational function of school, and to make schools the places where children can learn through interaction with various people other than teachers.
- Concerning integrated reforms for the fostering, hiring, and training of teachers, the improvement of university teacher-training courses to respond to new issues in education and the enhancement of training systems are of course primary concerns. Progress is also being made in building a career system for teachers by preparing teacher training indices for measuring the qualities and capabilities required at various career stages of teachers, establishing frameworks for discussion on teacher training with boards of education, universities, and others, strengthening the functioning of the National Center for Teachers’ Development, and other measures.

3. Establish educational environments to enhance individualized education and “active learning” as a pro-active and cooperative learning approach essential for students.

- In Japan, the national and prefectural governments cover the entire costs of salaries of teachers at public compulsory education schools, and local government fiscal measures are being taken for the preparation of school ICT environments.
- In fiscal 2015, the number of teachers was increased to improve the quality of education by promoting learning based on the perspective of active learning.
- Improvements are also being furthered in teaching methodology from the perspective of active learning through the building of the kind of radical teacher-training systems mentioned above.

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- Moreover, to foster the capabilities and qualities that will be required in the coming era, MEXT is considering revisions in the school curriculum guidelines in accordance with the recognition that improvements in learning and teaching methods based on active learning are essential.

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The Netherlands

1. Fostering bottom-up innovation, with special attention to research as an integral part of new initiatives and to the proliferation of good examples across the educational system.

The Dutch Ministry of Education, Culture and Science recognizes that school development is best achieved through bottom-up innovation. Therefore, the Ministry welcomes private initiatives such as “Stichting Leerkracht”, a non-profit organization that has introduced the principles of management improvement theories such as Scrum and Lean into the field of education. This method encourages teacher collaboration and discussion in order to strive towards continuous change and make a lasting impact on education within their own schools.

In addition, the Ministry continues to offer the “Teacher Scholarship”. This scholarship enables teachers to obtain master’s degrees, which not only enhances their pedagogical skills, but also their research skills. The Ministry hopes that as the Dutch teaching profession gains more teachers with master’s degrees, a more inquisitive culture will be established in schools and research will become the foundation upon which schools base changes in educational policy.

Furthermore, the Dutch Education Cooperative has established a Teacher Development Fund, which provides teachers with innovative and exciting new ideas the necessary funds to implement their ideas. As participation in the Fund entails participation in Teacher Labs in which teachers exchange ideas and findings, this Fund stimulates the proliferation of good examples across the educational system.

2. Introducing more rewarding possibilities for teachers within the teaching profession by developing new and effective career structures.

The Dutch Ministry of Education, Culture and Science believes that offering teachers possibilities for mobility and growth is essential for the continuous development of teachers and schools.

Therefore, the Ministry has introduced the “functiemix”, a mix of positions and salary scales within the teaching profession. The aim is to place a greater number of teachers within the top scales for their sector. The Ministry expects that encouraging teachers to strive for these pay scales will result in teacher development. Thus, the functiemix should not only be a way to create more attractive career structures, but should make a lasting contribution to the quality of Dutch teachers and education.

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In secondary education, the goal for the highest scale has almost been achieved, though there are still a few steps to be taken in order to achieve the goals for the other scales. In order to ascertain the right steps that will lead to the achievement of our goals, the Ministry will continue to conduct research and analyze data with regard to the functiemix. Based on our objective findings and results, we will work with our partners in the field (such as school boards and teacher organizations) in order to implement effective measures that will not only lead to increased placement of teachers in the highest scales, but also to the desired skill development that the promotion entails.

3. Strengthening the self-efficacy of teachers through the (further) development of a solid professional organization of teachers (transformation of the Education Cooperative into a National Council of Teachers) and the establishment of a Teacher Register.

The Dutch Ministry of Education has a long history of working effectively with professional organizations and highly values an increased efficacy of organizations for teachers.

We therefore welcome the decision of the Education Cooperative to adopt the principle of 'one man, one vote' for the entire teacher population. This principle is expected to lead to more effective decision-making on important themes such as professional standards within the teaching profession (including an ethical code) and criteria for the Teacher Register. The Education Cooperative will invoke an autonomous Teacher Council (deelnemersvergadering) to discuss these important issues and we are keen to see the results of this council.

In 2015 we made strides in establishing the Teacher Register for all teachers in special, primary, secondary and vocational education. We are near completion of the legislation that will further enhance teacher influence on teaching processes and educational policy within the school. In addition, we have given teachers the opportunity to determine the requirements for re-registration.

Meanwhile, we are drafting an implementation plan to ensure a successful official launch of the Teacher Register (to take place in 2017), which already includes 37,000 teachers.

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New Zealand

- ***Explore the digital platform to create more quality teaching time***
 - ***Deeper collaboration to grow and develop teaching practice for measurably improved student outcomes***
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1. Explore the digital platform to create more quality teaching time

Investment in the digital platform has created new opportunities for teachers to collaborate and share resources and ideas. We are investing in the growth of online teaching and learning content, facilitated by new and expanded online platforms, such as 'Pond', available to all schools and educators. This ensures teachers have access to more professional content, and don't need to reinvent the wheel to develop or find teaching resources.

Tools are available for teachers to have access to digitized assessment information on their students for personalising their learning and reducing the time taken to report student information in different ways.

By the end of the year all schools will access a fully-funded, dedicated ultra-fast internet service. Over 90% of schools are already connected and over 98% of teachers and students are using the managed network. We are upgrading schools' data management and administrative systems, which will have a tangible impact on the amount of time teachers are able to devote to quality teaching and learning, as opposed to transactional, administrative tasks. Similarly we are moving to digital assessment for national qualifications to improve student outcomes and reduce time spent on teacher administration.

2. Deeper collaboration to grow and develop teaching practice for measurably improved student outcomes

Over a four-year period we are forming Communities of Learning where schools, kura and early learning services work together to take responsibility for all student outcomes across the whole pathway of learning for children and young people from ECE to secondary school and beyond. Already, 96 Communities of Learning have been formed involving 789 schools with over 250,000 students, which is around one third of all our schools. Communities of Learning are developing achievement challenges, in collaboration with their parents and communities, with action plans detailing responses to the specific needs of their children and young people.

A Teacher-led Innovation Fund was established to support collaborative teams of teachers to develop and disseminate innovative teaching practices. Successful applicants benefit

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from the time and opportunity to inquire into ‘puzzles of practice’, work with experts and share outcomes with other educators.

The approach to Professional Learning and Development for all teachers is changing to promote the collaborative use of shared expertise to improve practice and outcomes for students. Ongoing improvement requires continuous learning by teachers that responds to the learning challenges of their students.

Summit Report Card: New Zealand		Achieved	
Banff March 2015	Explore the digital platform to create more teaching quality time	New and expanded on-line platforms and tools for teachers to share teaching resources, access high quality education content and support consistent teaching practice	✓
		Over 90% of schools connected to ultra-fast broadband with 98% of teachers supported by a managed network for schools	✓
		Upgrading schools’ data management and administrative systems to reduce teacher administration workload	✓
		Testing digital assessment approaches for national qualifications to reduce administrative workload	✓
	Deeper collaboration to grow and develop teaching practice for measurably improved student outcomes	A third of schools and students already in Communities of Learning that focus on sharing expertise in teaching and learning to improve student outcomes	✓
	Professional Development system changing to promote the collaborative use of shared expertise to improve practice and outcomes for students	✓	

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Poland

Banff commitments:

- To continue developing teachers' professional capacity, to provide schools and teachers with support based on the diagnosis of an individual school its teachers' needs.
- To support principals' and teachers' leadership at school.
- To improve teachers' collaboration and enhance schools to collaborate with external partners for educational processes.

The legislation introduced in 2013 defined the rules on which the support and counselling for schools should be provided by institutions of in-service teacher training, pedagogical libraries and psychological and pedagogical counselling centres. The new rules were piloted in 160 counties and, after positive evaluation, became obligatory since the beginning of 2016 for all the above mentioned institutions. According to those rules the school support (assistance) should encompass the following activities:

- Helping the school in the development of the needs assessment (diagnosis)
- Elaboration of the plan of the support process
- Assistance in the implementation of the plan particularly through teacher professional development activities, school head skills development, advice, counselling and consultations.

Additionally, teachers' professional development centres are obliged to organise and support professional collaboration networks for teachers and school leaders. The networks could focus on particular subjects as well as on more broad, transversal problems. The activities organised within the networks could engage external experts (lectures, workshops, group consultations) or could be based on peer learning activities.

In November 2015 the Minister of Education approved the new framework curriculum for the qualification course for candidates for the school head position. The course aims to develop competence in leadership and organisation management. The curriculum covers legal and financial issues, social skills (among them managing by values). The similar training programme has been elaborated for professional development of serving school directors.

The New Government (established after last October parliamentary elections) initiated in February 2016 a broad public debate on the state of education in Poland and on changes that should be introduced. The title of the debate "Student – Parent – Teacher" reflects the position of teachers as a key partner of the Ministry of Education in the process of improving the quality of Polish education.

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Singapore

2015 Priorities	Progress Update
<p><u>Innovation Strategies</u></p> <p>Enhance learning for students</p>	<ul style="list-style-type: none"> • Programme for Active Learning (PAL)² at primary level; Applied Learning Programme (ALP)³, and Learning for Life Programme (LLP)⁴ at secondary level. • Launch of SkillsFuture⁵ to promote skills mastery and lifelong learning at every stage of life.
<p>Enhance well-being of teachers</p>	<ul style="list-style-type: none"> • Re-design of existing or development of new Professional Development courses for specific groups of teachers (e.g. instructional mentoring programme⁶ for mentors over a period of 2 years). • Facilitation and growth of networked learning communities (NLCs) through expert help and resources (e.g. development of a handbook on forming and facilitating Networked Learning Communities to help teachers who are interested to be involved in NLCs). • Implementation of a new model of onsite professional development with tripartite partnership between schools, the National Institute of Education and the Ministry.

² PAL – fun learning experiences in Sports and Games, Outdoor Education, Performing Arts and Visual Arts, which help develop confidence, curiosity, cooperation, and socio-emotional competencies.

³ ALP – a distinctive programme in each secondary school in a chosen field ranging from STEM, Journalism, Languages & Design to encourage every student to connect academic knowledge and skills with the real world.

⁴ LLP – real-life experiential learning (e.g. outdoor adventure learning, sports, uniformed groups and performing and visual arts) to develop students' character and values, cultivate positive attitudes and self-expression and strengthen their people skills.

⁵ SkillsFuture, a national movement to provide Singaporeans with opportunities to develop their potential through skills mastery and lifelong learning at every stage of life. Initiatives include enhanced education and career guidance for students, the SkillsFuture Earn and Learn Programme (apprenticeship for polytechnic and Institute of Technical Education graduates), enhanced internships, more skills upgrading courses offered by the universities and polytechnics, a SkillsFuture Credit that can be used to pay for academic and training courses, and enhanced subsidies for mid-career workers.

⁶ This is a programme developed by local mentor-coaches and master teachers to develop the competencies of instructional mentors in schools.

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2015 Priorities	Progress Update
<p><u>Teacher Leadership</u></p> <p>Develop teacher leaders at all levels and all areas</p>	<ul style="list-style-type: none"> • Greater clarity on the appraisal and appointment criteria to progress our teachers on the teaching-leadership track. • Offloading provisions to reduce teacher-leaders' workload by 20% for them to focus on mentoring other teachers and building the requisite skills to do so. • Development/Re-design of leadership programmes⁷ to strengthen the professional and career development of teacher-leaders.
<p>Networked Learning Communities <i>(Collaborative learning is more impactful than individual learning.)</i></p>	<ul style="list-style-type: none"> • Teachers are provided with time and space to participate in Professional Learning Communities (within school) and Networked Learning communities (NLCs) (with other schools). We have continued to grow our NLCs in numbers and membership – from 132 NLCs in end 2014 to 185 NLCs in end 2015 with a total participation of over 8,300 teachers.
<p><u>Change in Pedagogical Practices</u></p> <p>Student Learning Space (SLS)⁸</p>	<ul style="list-style-type: none"> • Design Guides in the form of pedagogical scaffolds to guide teachers in developing quality lessons and resources.
<p>Applied research for continuous improvement</p>	<ul style="list-style-type: none"> • Teachers are encouraged to engage in critical inquiry of their instructional practice through Action Research, Lesson Study, Learning Study (NEW)⁹ and other classroom-research methods.

⁷ Key programmes developed/reviewed include: (a) Curriculum Leadership Modules; (b) Culture Builder Foundation Module; (c) the Leader in Education Programme; (d) a structured mentoring process for Beginning Vice-Principals and Principals; and (e) the structured Leading Effectively Series (LES) programme.

⁸ The SLS is an online platform for students to access quality resources that support their learning and acquisition of subject area outcomes as well as 21st century competencies.

⁹ Learning study is a collaboration action research approach which aims to improve the effectiveness of student learning by enhancing the professional competence of teachers through joint construction of pedagogical content knowledge by teachers to help students to learn specific objects of learning.

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Sweden

1. Attract and retain highly qualified and certified teachers and school leaders by offering attractive incentives and good working conditions, which enables teachers to use their time for high-quality education, increased teacher influence and support for collaborative learning.

In 2015 the government initiated and launched several reforms to make the teaching profession more attractive and the working conditions better, for example;

- funding for increased teacher salaries,
- funding for skills enhancement for teachers, pre-school teachers and principals,
- funding for school development programmes, and
- funding for making it possible to employ more staff in primary school in order to improve the teachers working conditions.

2. Continue discussions with stakeholders to develop a national structure for teacher continuous professional development.

- During 2015, the government and the stakeholders have met regularly within the so-called "National gathering for the teaching profession". The aim is to identify and find solutions to challenges facing the teaching profession, including continuous professional development. The work continues in 2016.

3. Involve teachers in educational research and establish structures to provide for easily accessed, validated information for innovative and high-quality teaching.

- The Swedish Institute for Educational Research was founded in 2015. This government agency's task is to give teachers and other professionals in preschools, primary/secondary schools and adult education good conditions for planning, conducting and evaluating teaching and learning with the support of scientifically grounded methods and practices.
- The government's initiative to enable graduate schools for teachers and preschool teachers continues. The initiative aims to increase the number of postgraduates teaching in school and preschool.

4. Develop a national strategy for digitalization in schools, including an action plan.

- The Swedish National Agency for Education has been commissioned to propose a national IT strategy for the school system. The strategy will contribute to increased effectiveness and equivalence throughout the school system. The agency will report in spring, 2016.

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UK (Scotland)

OECD review Improving Schools in Scotland

- The Scottish Government commissioned the OECD to review Scotland's Curriculum for Excellence.
- Its Report (Improving Schools in Scotland: An OECD Perspective, published in December 2015) makes a number of recommendations intended to improve quality, equity and decision making through better information, clearer understanding and stronger collaboration.
- We are developing an action plan to implement the report's recommendations in a co-ordinated way.

National Improvement Framework (published January 2016)

- Its purpose is to drive work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity so that every child and young person can thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.
- To deliver on the priorities set out in the Framework, evidence, support and activity will be organised under 6 key drivers: school improvement; school leadership; teacher professionalism; assessment of children's progress; parental engagement; and performance information.
- Annual reporting at school, local authority and national level is being introduced which will be more consistent and coherent, informing future planning and decision making at every level

Building and enabling leadership, capacity and appropriate accountability at all levels to improve outcomes for all our young people.

- Improving the quality of teaching and school leadership is a priority for the Scottish Government. This is a sustained, long-term objective, and a number of measures are in place to support this.
- In August 2015 we launched a new Qualification for Headship developed by the Scottish College for Educational Leadership (SCEL). By 2019 all prospective headteachers will be required to complete this qualification before being appointed. SCEL have also developed a Framework for Educational Leadership that will help all teachers plan their professional learning. New learning opportunities have also been developed for experienced headteachers.

PROGRESS ON 2015 GOALS

- We will continue to support the Professional Update system which requires teachers to engage in professional learning as a condition of registration. We will also continue to invest in opportunities for teachers to learn at masters level.
- Our commitment to working in partnership with local government, teacher representatives, the professional regulatory body and universities on issues around teacher professionalism has been maintained by the introduction of a new Strategic Board for Teacher Education. This will help sustain reforms to teacher education/professional learning, will help deliver the commitments in the National Improvement Framework and the relevant recommendations from the OECD Report.

PROGRESS ON 2015 GOALS

USA

Convene a summit in the U.S. to highlight teacher leadership and expand leadership opportunities.

- The U.S. took the international ISTP model and applied it domestically, convening the first National Summit on Teacher Leadership (NSTL) on Feb 5-6, 2016 in Washington, DC. The summit—sponsored by the American Federation of Teachers (AFT), the National Education Association (NEA), and the Council of Chief State School Officers (CCSSO) with participation by the U.S. Department of Education (ED) —featured collaborative teams from 18 states and one team from U.S. Department of Defense Schools. Additionally, the Acting Secretary of Education, John King, the Executive Director of CCSSO, Chris Minnich, and the Presidents of the two unions, Randi Weingarten and Lily Eskelsen Garcia, engaged the participants in substantive discussions around the challenges faced in designing and implementing teacher leadership initiatives.
- The NSTL included solution based conversation and allowed time for teams to develop working plans to enhance teacher leadership in their states. Several states made real and meaningful commitments to expand teacher leadership opportunities. Some even committed to hosting their own state summits. Additionally, the four hosting organizations encouraged teams to engage other necessary stakeholders in their states in expanding teacher leadership opportunities. The NSTL could be a meaningful first step towards changing the national narrative around teacher leadership to one which empowers teachers to lead from inside and outside of their classrooms.

Continue to work to increase the number of children with access to high-quality early learning and encourage teacher leadership in this regard.

- The Obama Administration continues its focus on expanding access to high-quality early learning opportunities for all children, but especially children from low-income families, English learners and children with disabilities; improving the early childhood workforce; and supporting comprehensive assessment systems, including measures of school readiness.
- NEA and AFT are official members of the [Strong Start for Children—Building America's Future](#) coalition which supports President Obama's plan to expand high quality early learning opportunities for children ages birth to five. AFT has also worked with the Amalgamated Bank to leverage pension funds to create an infrastructure loan fund of \$100 million for state and municipalities to renovate and build early education classrooms.
- CCSSO has developed a new policy statement, [Equity Starts Early](#), which highlights the importance of early childhood education in addressing racial equity and income inequality issues. The report reflects a strong consensus among state chiefs on the importance of building a high performing early childhood workforce.

PROGRESS ON 2015 GOALS

- In the fall of 2015, 18 states expanded high-quality preschool for approximately 33,000 four-year-olds from low-income families in over 200 communities. Congress has appropriated funds for the next two years of the states' four year plans, which will provide high-quality preschool for an additional 90,000 children.

Work to increase access for learners of all ages to high-quality career and technical education (CTE) and encourage teacher leadership in this regard.

- ED is in the process of implementing the [President's Executive Order on CTE Scholars](#) and is working with its Federal agency partners to promote career pathways to assist youth and adults with acquiring marketable skills and industry-recognized credentials through better alignment of education, training and employment among public agencies and with employers.
- AFT has launched a multi-city CTE initiative called "[Promising Pathways](#)" bringing together educators, school districts, community colleges, city governments and business groups to advance CTE collaboratively and provide links between high-school and jobs.
- NEA has developed a set of principles to contribute to efforts to ensure high quality CTE programs. Critical areas include early awareness of programs, particularly among nontraditional students; recruiting and retaining CTE educators; and ensuring the availability of related CTE best practices.
- CCSSO launched the [Career Readiness Initiative](#) in 2015 and has expanded this initiative with a \$35 million partnership with JPMorgan Chase & Co. Through this work, states will receive the tools and resources they need to improve career pathways for all kids in middle and high school grades. The Initiative builds on CCSSO's Career Readiness [Task Force report recommendations](#). States are expected to include teachers as key partners in this work, particularly career education teachers.