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EMPOWERED EDUCATORS IN CANADA



HOW HIGH-PERFORMING SYSTEMS SHAPE TEACHING QUALITY



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How High-Performing Systems Shape Teaching

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with Jesslyn Hollar, Shane Pisani, and Jacqueline Sohn

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FOREWORD

FEW WOULD DISAGREE THAT, among all the factors that affect how much students learn, the quality of their teachers ranks very high. But what, exactly, do policy makers, universities, and school leaders need to do to make sure that the vast majority of teachers in their jurisdiction are *literally* world class?

Perhaps the best way to answer that question is to look carefully and in great detail at what the countries whose students are performing at the world's top levels are doing to attract the highest quality high school students to teaching careers, prepare them well for that career, organize schools so teachers can do the best work of which they are capable, and provide incentives for them to get better at the work before they finally retire.

It was not hard for us to find the right person to lead a study that would do just that. Stanford professor Linda Darling-Hammond is one of the world's most admired researchers. Teachers and teaching have been lifelong professional preoccupations for her. And, not least, Professor Darling-Hammond is no stranger to international comparative studies. Fortunately for us and for you, she agreed to lead an international comparative study of teacher quality in a selection of top-performing countries. The study, *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World*, took two years to complete and is unprecedented in scope and scale.

The volume you are reading is one of six books, including case studies conducted in Australia, Canada, China, Finland, and Singapore. In addition to the case studies and the cross-study analysis, the researchers have collected a range of videos and artifacts (<http://ncee.org/empowered-educators>)—ranging from a detailed look at how the daily schedules of teachers in Singapore ensure ample time for collaboration and planning to a description of the way Shanghai teachers publish their classroom research in refereed journals—that we hope will be of great value to policy makers and educators interested in using and adapting the tools that the top-performing jurisdictions use to get the highest levels of teacher quality in the world.

Studies of this sort are often done by leading scholars who assemble hordes of graduate students to do the actual work, producing reams of reports framed by the research plan, which are then analyzed by the principal investigator. That is not what happened in this case. For this report, Professor Darling-Hammond recruited two lead researcher-writers for each case study, both senior, one from the country being studied and one from another country, including top-level designers and implementers of the systems being studied and leading researchers. This combination of insiders and external observers, scholars and practitioner-policy makers, gives this study a depth, range, and authenticity that is highly unusual.

But this was not just an effort to produce first-class case studies. The aim was to understand what the leaders were doing to restructure the profession of teaching for top performance. The idea was to cast light on that by examining what was the same and what was different from country to country to see if there were common threads that could explain uncommon results. As the data-gathering proceeded, Professor Darling-Hammond brought her team together to exchange data, compare insights, and argue about what the data meant. Those conversations, taking place among a remarkable group of senior policy actors, practitioners, and university-based researchers from all over the world, give this work a richness rarely achieved in this sort of study.

The researchers examined all sorts of existing research literature on the systems they were studying, interviewed dozens of people at every level of the target systems, looked at everything from policy at the national level to practice in individual schools, and investigated not only the specific policies and practices directly related to teacher quality, but the larger economic, political, institutional, and cultural contexts in which policies on teacher quality are shaped.

Through it all, what emerges is a picture of a sea change taking place in the paradigm of mass education in the advanced industrial nations. When university graduates of any kind were scarce and most people had jobs requiring only modest academic skills, countries needed teachers who knew little more than the average high school graduate, perhaps less than that at the primary school level. It was not too hard to find capable people, typically women, to do that work, because the job opportunities for women with that level of education were limited.

But none of that is true anymore. Wage levels in the advanced industrial countries are typically higher than elsewhere in the world. Employers who can locate their manufacturing plants and offices anywhere in the world and who do not need highly skilled labor look for workers who have the basic skills they need in low-wage countries, so

the work available to workers with only the basic skills in the high-wage countries is drying up. That process is being greatly accelerated by the rapid advance of automation. The jobs that are left in the high-wage countries mostly demand a higher level of more complex skills.

These developments have put enormous pressure on the governments of high-wage countries to find teachers who have more knowledge and a deeper command of complex skills. These are the people who can get into selective universities and go into occupations that have traditionally had higher status and are better compensated than school teaching. What distinguishes the countries with the best-performing education systems is that: 1) they have figured this out and focused hard on how to respond to these new realities; and 2) they have succeeded not just in coming up with promising designs for the systems they need but in implementing those systems well. The result is not only profound changes in the way they source, educate, train, and support a truly professional teaching force, but schools in which the work of teachers is very differently organized, the demands on school leaders is radically changed, teachers become not the recipient of a new set of instructions from the "center," but the people who are actually responsible for designing and carrying out the reforms that are lifting the performance of their students every day. Not least important, these systems offer real careers in teaching that enable teachers, like professionals in other fields, to gain more authority, responsibility, compensation, and status as they get better and better at the work, without leaving teaching.

This is an exciting story. It is the story that you are holding in your hand. The story is different in every country, province, and state. But the themes behind the stories are stunningly similar. If you find this work only half as compelling as I have, you will be glued to these pages.

MARC TUCKER, PRESIDENT
NATIONAL CENTER ON EDUCATION AND THE ECONOMY

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EDUCATION IN CANADA

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UNLIKE MOST INDUSTRIALIZED COUNTRIES around the world, there is no federal body of education in Canada; rather, education is under provincial or territorial authority, granted under Canada's *Constitution Act* of 1867. As highlighted in Figure 1–1, Canada is composed of ten provinces (Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec, and Saskatchewan) and three territories (Nanavut, Northwest Territories, and Yukon). Thus, while there are many similarities across provincial and territorial education systems, there are significant policy variations in the areas of curriculum, assessment and accountability. These differences reflect the geography, history, language, culture, and corresponding specialized needs of the diverse populations served in each jurisdiction. All the education systems in Canada, however, are highly developed and widely accessible, reflecting a shared societal belief in the importance of education (CMEC, 2015). In this volume we begin by outlining the core commonalities that exist across the country while paying special attention to the localized nature of the systems—a hallmark of Canadian education. We then take a closer look at two of Canada's top performing jurisdictions, Alberta and Ontario, as exemplars of school systems that have developed strong supports around teacher development within their own unique policy contexts.

Overview of Canada

Canada is a multicultural society, with a foreign-born population of almost 20% (OECD, 2015). The Canadian constitution recognizes both English and French as its two official languages. According to 2011