



GOOD PRACTICES STRENGTHENING THE SKILLS OUTCOMES OF STUDENTS

Pierre Gouédard, Analyst
16 May 2019
Good Practices Workshop, Riga



Opportunities

- **Opportunity 1:** Building capacity: improving the teaching workforce to ensure quality of education
- **Opportunity 2:** Fostering continuous quality improvement from ECEC to Secondary education
- **Opportunity 3:** Improving equity between urban and rural areas
- **Opportunity 4:** Strengthening Vocational Education and Training



Opportunity 1

Building capacity: improving the teaching workforce to ensure quality of education



Recommendations for Opportunity 1

- Selecting and attracting the best candidates to build a skilled pool of new teachers



- Developing teachers' knowledge and skills





Making the teaching profession more attractive in Sweden



Context:

- Sweden has introduced a number of reforms to improve the attractiveness of the teaching profession.

Aspect of interest:

- New teacher education programmes, structured as four main degrees (preschool, primary, subject, and vocational education).
- More stringent requirements for admission in teacher education have been set up.
- Creation of advancement stages to diversify careers and introduction of salary increases for professionally skilled teachers.
- The Boost for Teachers programme.

Who is responsible:

- Ministry of Education and Research



Making the teaching profession more attractive in Sweden



Results:

- Selection of the best candidates.
- Specialisation of initial teacher education to better prepare candidates.
- Diversification of careers and competitive salary to reduce the attrition of the teaching workforce.
- Promotion of continuous professional development to upskill the incumbent teaching workforce.



Reviewing the quality of Initial Teacher Education in Wales



Context:

- In 2015, Professor John Furlong, Advisor to the Welsh Government on ITE, underlined the urgent need to reform initial teacher education (ITE). Furlong cited, the need for “a new kind of teacher professionalism in Wales” to improve the quality of ITE programmes.

Aspect of interest:

- Revision of the accreditation process for ITE providers in Wales.
- Revision of the narrowly-defined standards for Newly Qualified Teachers to include formal links to the Practising Teaching Standards.
- Establishment of a network of five university-based centres of pedagogical excellence.

Who is responsible:

- Welsh government
- Education Workforce Council (accreditation body since 2015)



Review of teacher standards in Wales



Results:

- Welsh government drafted: Initial teacher education programmes - accreditation criteria
- The criteria relies on five new teaching standards:
 - pedagogy,
 - leadership,
 - professional learning,
 - Innovation, and
 - collaboration.



Links

Sweden:

- <http://www.oecd.org/education/highlightsSweden.htm>

Wales:

- <https://gov.wales/initial-teacher-education-programmes-accreditation-criteria>



Opportunity 2

Fostering continuous quality improvement from ECEC
to Secondary education



Recommendations for Opportunity 2

- Reviewing the appraisal system
- Developing school evaluation
- Strengthening system-level monitoring



Using appraisal results for performance review and professional development in Northern Ireland



Context:

- In 2005, Northern Ireland established Performance Review and Staff Development (PRSD) scheme: a continuous and systematic process to support all principals, vice principals and teachers with their professional development and career planning.

Aspect of interest:

- PRSD includes 3 stages: planning, monitoring, and reviewing.
- It is closely linked to the School Development Plan (SDP), a 3-years roadmap focusing on the school's key priorities and action plans.
- Training and development needs identified through PRSD are included in the SDP and CPD opportunities have to be provided to increase school quality.

Who is responsible:

- Department of Education, School's Principles or teacher reviewer, Board of Governors, External advisors, Joint Management and Teachers' Side Working Group



Using appraisal results for performance review and professional development in Northern Ireland



Results:

- Results from the PRSD are considered when making decisions about teachers' promotion or progression to the Upper Pay Scale.
- PRSD review provides an occasion to identify and address underperformance
- Teachers' appraisal is perceived as an opportunity to increase school quality



Self-review at the heart of school evaluation in New Zealand



Context:

- New Zealand strives towards a collaborative model of school evaluation where school self-review and external school review are complementary and build on each other. A high level of trust on each side is essential to such a model.

Aspect of interest:

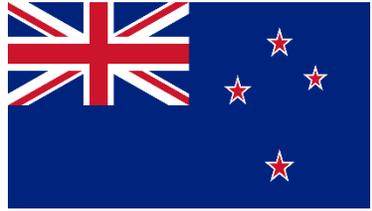
- Education Review Office (ERO) has pushed the agenda of placing school self-review at the core of the school evaluation process.
- Schools are increasingly seen as responsible for providing their own accountability information, whereas the ERO guides schools toward continuous improvement.
- The Ministry of Education and the ERO do not prescribe methods for self-review, but provide tools, professional development services, and guidance documents, where school self-review is conceived of as a rigorous process.

Who is responsible:

- Education Review Office



Self-review at the heart of school evaluation in New Zealand

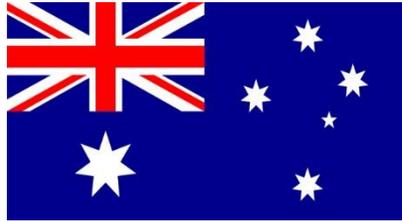


Results:

- Schools systematically evaluate their practice, using indicators as a framework for inquiry and employing a repertoire of analytical and formative tools.
- Schools develop understanding of learning progressions, involve students in the assessment and self-regulation of their own learning and analyse assessment data targeted on underachievement.



The development of indicator frameworks for system evaluation in Australia



Context:

- Since 2000 all Australian Education Ministers have worked on producing a common measurement framework including national Key Performance Measures.
- “A set of measures limited in number and strategic in orientation, which provides nationally comparable data on aspects of performance critical to monitoring progress against the National Goals for Schooling in the 21st Century”.

Aspect of interest:

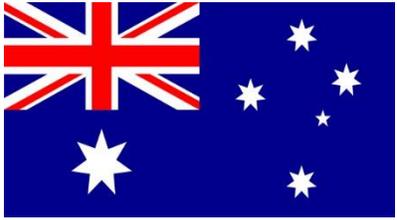
- The framework presents the agreed measures and their source for each of the priority areas.
- It is regularly renewed by the Australian Curriculum, Assessment and Reporting Authority, to include new strategic measures.
- It includes measures on academic performance, student enrolment, and strategic indicators.

Who is responsible:

- Australian Curriculum, Assessment and Reporting Authority



The development of indicator frameworks for system evaluation in Australia



Results:

- The Measurement Framework for Schooling is a precious tool for the Government to steer education towards identified strategic areas.
- The reliability of the system strengthens accountability.



Links

Northern Ireland:

- http://www.rtuni.org/quicklinks/reference/prsd/page.php?page_id=126
- <https://www.eani.org.uk/school-management/school-governors/school-improvement/school-development-planning>

New Zealand:

- <https://www.ero.govt.nz/>

Australia:

- <https://www.acara.edu.au/>



Opportunity 3

Improving equity between urban and rural areas



Recommendations for Opportunity 3

- Reviewing the school consolidation process

- Ensuring equal access to quality ECEC



Reconciling incentives for network efficiency with funding for small schools in Estonia



Context:

- Over half of all Estonian municipalities only operate one school, many of which are small in size.
- The formula used to allocate funding to Estonian municipalities contains coefficients that are designed to give additional resources to these municipalities while at the same time providing them with incentives to engage in school consolidation.

Aspect of interest:

- Commitment to provide primary education close to place where students live
- School network reorganization targeted at the lower secondary level

Who is responsible:

- Ministry of Education



Reconciling incentives for network efficiency with funding for small schools in Estonia

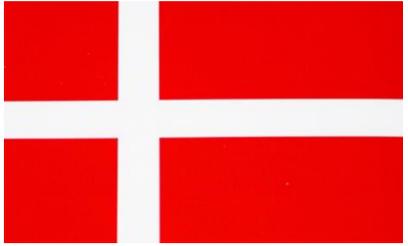


Results:

- Municipalities closing lower secondary schools continue to receive funding for these students for multiple years
- Local governments closing upper secondary schools are:
 - eligible for special investment grants
 - and the national government fully covers the cost of transportation for students who decide to commute to one of the newly constructed state-run gymnasiums.
- This provide local governments with consolidation incentives, and greater long-term financial security when planning the reorganisation of their school networks.



Means-tested childcare support in Denmark



Context:

- Denmark has one of the highest enrollment rate in ECEC across OECD countries.

Aspect of interest:

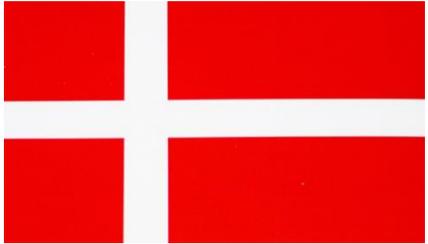
- ECEC services are offered free to very poor families and at reduced rates to families on moderate incomes.
- Parents can't be charge more than 25% of the gross operational expenses (excluding rent and maintenance)

Who is responsible:

- Ministry of Education



Means-tested childcare support in Denmark



Results:

- Denmark has one of the most equitable ECEC system.
- Access to ECEC in Denmark does not depend on:
 - The disposable income of the household
 - The mother has attained tertiary education
- Low income families spend roughly the same share of their disposable income in ECEC than high income family.



Links

Estonia:

- https://eacea.ec.europa.eu/national-policies/eurydice/estonia/funding-education_en

Denmark:

- <http://gpseducation.oecd.org/Content/EAGCountryNotes/DNK.pdf>
- http://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK%20DENMARK_EN.pdf



Opportunity 4

Strengthening Vocational Education and Training



Recommendations for Opportunity 4

- Boosting vocational education take up
- Reducing the dropout rate of VET students
- Improving quality and labour market relevance of vocational education



Career guidance and advisers in Scotland

Context:

- Scotland has a well-developed and comprehensive system of career guidance.
- Independent and impartial career information, advice and guidance (CIAG) is central to Scottish Government (SG) achieving its ambitions in the key areas of skills, education and employment.

Aspect of interest:

- The SG funds a national public body, Skills Development Scotland (SDS), to deliver work-based learning, engage employers in learning and deliver CIAG.
- Skills Development Scotland (SDS) takes a coaching approach to career guidance across its all age.
- Careers advisers facilitate a career learning process focused on enabling and empowering individuals to develop relevant career management skills (CMS).
- The all-age service is delivered in schools and via a network of local high street Centres and in local partnership and outreach premises.

Who is responsible:

- Scottish Government, Skills Development Scotland



Career guidance and advisers in Scotland



Results:

- To help Scotland's people to create and implement their own personal plans in an increasingly complex and fluid world of work.
- The Skills Planning model used by SDS allows career practitioners to be equipped with the most recent available labour market intelligence, provided in an easily-accessible format.



The “Blits on drop-outs” programme in the Netherlands

Context:

- In 2002, the Dutch government committed to reduce the number of school drop-outs from 70 000 to 35 000 by 2010.

Aspect of interest:

- Increase the number of bridging classes/summer schools; improve support advisory teams in secondary vocational education;
- Strengthen support for pupils with special needs at the start of secondary education
- Monitor school attendance and combine education with work
- More practical training at school, more practically-oriented teaching and more work placements.

Who is responsible:

- Dutch Government



The “Blits on drop-outs” programme in the Netherlands



Results:

- In 2012, the number of dropouts has dropped from 70 000 to 28 000, below the initial target.



Qualifications Authority in Estonia



Context:

- The occupational qualifications system is an interface between the labour market and the lifelong learning system enhancing the development, assessment and recognition of persons occupational competence.
- The system is developed and administered by the Estonian Qualifications Authority.

Aspect of interest:

- Support the competitiveness of the workforce
- Form prerequisites that the content and quantity of studies targeted at occupational activities meet requirements of the labour market.

Who is responsible:

- Qualifications Authority



Qualifications Authority in Estonia

Results:

The Qualifications Authority provides:

- The system of occupational qualification standards – occupational qualification standards
- The system for awarding professions – occupational qualification certificates
- The system for the classification and cataloguing of occupational qualifications – catalogue of occupational qualifications





Links

Scotland:

- <https://www.skillsdevelopmentscotland.co.uk/>

Netherlands:

- <http://www.cedefop.europa.eu/en/news-and-press/news/netherlands-reduction-early-school-leaving-steps-forward>
- <https://www.stayin-project.eu/wp-content/uploads/2013/12/Tackling-Early-School-Leaving-in-the-Netherlands-Van-Gessel-NL.pdf>

Estonia:

- <https://www.kutsekoda.ee/en/>