

PROFESSIONAL LEARNING TRENDS AROUND THE WORLD

In “A global perspective” (p. 10), author Lois Brown Easton outlines key characteristics of professional learning in seven countries: Australia, Brazil, Canada (Alberta), Chile, Korea, Japan, and Poland. Use this note-taking guide as you read the country profiles.

Country	Similarities to my context	Differences from my context	Compelling fact	Idea worth exploring
Australia (p. 16)				
Brazil (p. 16)				
Canada (Alberta) (p. 18)				
Chile (p. 18)				
Korea (p. 20)				
Japan (p. 20)				
Poland (p. 11)				

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QUOTABLE

Leaders adopt a global view

“The government is developing us as international leaders. Australia has been isolated, very parochial. We have had very egocentric ways. Now we’re being encouraged to reach out, look at things globally.”

— Wilma Culton, principal of Serpell Primary School in Australia.

Read more about Victoria’s blueprint for improving education in “Victoria’s leading edge” on p. 32.



HOW COUNTRIES FARED

In the report *How the World's Most Improved School Systems Keep Getting Better*, McKinsey & Company analyzed 20 systems from around the world, all with improving but differing levels of performance, examining how each has achieved significant, sustained, and widespread gains in student outcomes, as measured by international and national assessments.

Based on interviews with stakeholders and analysis of interventions carried out by these systems, the report identifies the reform elements that are replicable for school systems elsewhere as they move from poor to fair to good to great to excellent performance.

Here are some of the findings from the report.

REFORM ELEMENTS AND INTERVENTIONS

	Poor to fair	Fair to good	Good to great	Great to excellent
Focus	Achieving basic literacy and numeracy	Getting the system foundations in place	Shaping the professional	Learning through peers and innovation
Reform element	Providing scaffolding and motivation for low-skill teachers and principals	Data and accountability foundation	Raising caliber of existing teachers and principals	Raising caliber of entering teachers and principals
Example interventions	<ul style="list-style-type: none"> • Prescriptive teaching materials • Technical skill building • External coaches • School visits by system leaders • Instructional time on task 	<ul style="list-style-type: none"> • Student assessments • Transparency to schools and/or public on school performance • School inspections 	<ul style="list-style-type: none"> • Inservice training programs • School-based coaching • Career tracks • Teacher community forums 	<ul style="list-style-type: none"> • Collaborative practice among educators • Decentralizing pedagogical rights to schools and teachers • Creating rotation and secondment programs across schools, and between the system level and schools
Selected systems	Chile, Madhya Pradesh, Minas Gerais, Western Cape, Ghana	Armenia, Chile, Hong Kong, Latvia, Poland, Singapore	England, Lithuania, Slovenia, South Korea	Hong Kong, South Korea, Ontario, Saxony, Singapore

Source: Mourshed, M., Chijioko, C., & Barber, M. (2010). *How the world's most improved school systems keep getting better*. London, England: McKinsey & Company. Available at <http://mckinseysociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better>.