

Country-by-country Comparison of Selected Teacher Policy Areas

Country	England	Switzerland	Sweden
<p>Teacher Policy Issues</p>	<ul style="list-style-type: none"> • High attrition rate for new teachers (has improved recently, potentially due to workload reforms, improved pay, & pupil behavior policies) • Extremely high workloads for new and experienced teachers (has improved recently with implementation of the National Agreement (see below) to alleviate non-teaching burden) • Nearly 50% of teachers retiring in 15 years • Shortages in some subjects (math & science) and regions (London and the South East) • Too few minority and male primary teachers • Rise in unqualified teachers 	<ul style="list-style-type: none"> • High attrition rate for new teachers (20-40% after two years) • Morale and attractiveness of profession in decline • Difficulty attracting high-quality students into teaching • Rapid succession of reforms, and excessive administrative tasks cited as major reasons for image erosion and high turnover • Signs of shortages in certain areas (regions and subjects) beginning to be of concern • High workload for new teachers • Many teachers retiring in the next 10 years • Too few male teachers • Need to improve teacher mobility nationally and internationally 	<ul style="list-style-type: none"> • Increase in early retirement due to workload and environment (this trend recently improving) • Significant proportion of upper-secondary teachers retiring in 10-15 years • Demand for teachers larger than supply forcing schools to hire unqualified teachers • Shortages in math/science/technology/vocational profession” to attract high quality entrants • Concern that teaching degrees must be seen to be as demanding as degrees of other “knowledge professions” (law, medicine, etc.) • Concern that school leaders need support to handle management changes due to recent decentralization of the entire education system
<p>Policy Responses (and policies of interest to other countries)</p>	<p>Attracting and Supporting New Teachers:</p> <ul style="list-style-type: none"> • Major effort to improve pay, workload and morale (see National Agreement below) • Various incentives to enter field • New routes to teaching • Policies encouraging the return of those who have left • General Teaching Council (created in 2000) to serve as a professional body • Induction programs for new teachers: <ul style="list-style-type: none"> ○ 1-year required for all teachers (1999) ○ Support and assessment process ○ Individualized program ○ 90% teaching load <p>Improving Schools As Places To Work and Learn:</p> <ul style="list-style-type: none"> • National Agreement to jointly raise standards for teachers and reduce workload: <ul style="list-style-type: none"> ○ Contractually reduced administrative burden on teachers ○ Dramatically increased support staff and reformed their roles to reduce teachers’ non-teaching workload 	<p>Attracting and Supporting New Teachers:</p> <ul style="list-style-type: none"> • National task force on “strengthening the teaching profession”: ○ Nationwide campaign to recruit teachers and improve image ○ Teacher education reform (including introducing scientific-based pedagogy and development of teachers’ research skills) ○ Initial and in-service training at all levels ○ New career opportunities • Comprehensive, institutionalized induction programs in many cantons (Zurich highlighted here) to support teachers: <ul style="list-style-type: none"> ○ Teachers not fully certified until after two years of practice and induction activities ○ Trained mentors provided to all new teachers ○ Obligatory four-week course ○ “Individual counseling hours” available to teachers in their first 2 years to seek assistance ○ Induction tightly linked to pre-service institutions (i.e., counseling is often provided by faculty from pre-service institutions) ○ Voluntary practice groups of new teachers led by trained, experienced teachers (share feedback on lessons, observe model lessons, discuss teaching strategies) 	<p>Attracting and Supporting New Teachers:</p> <ul style="list-style-type: none"> • Revised teacher education (2001): <ul style="list-style-type: none"> ○ Extended work-based training (closer relationship between schools and university) ○ Increased focus on scientific-based pedagogy and development of teachers’ research skills • Introduced an alternative certification program for other professionals • Created special programs for shortage areas • Began recruiting those with immigrant backgrounds to teacher education programs • Expanded teacher education to address shortages • Established induction programs in many locales (including mentors) <p>Improving Schools As Places To Work and Learn:</p> <ul style="list-style-type: none"> • Agreement to set aside 104 hours per teacher for professional development – decided by school and individual teacher • Attractive Schools Project (created in 2001): <ul style="list-style-type: none"> ○ Collaboration of the ministry, unions and heads to make them attractive workplaces (generally included professional growth, career opportunities, university/business partnerships)

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Policy Responses (cont)	<ul style="list-style-type: none"> ○ Recruited new managers from business ○ Provided support in “change management” to school leaders in this restructuring process ● “New Professionalism” agenda: <ul style="list-style-type: none"> ○ Funding increase for professional development beyond induction (2001) ○ Ongoing professional development for every teacher through annual meetings with their manager to discuss performance objectives ○ Additional professional development offered by Advanced Skills Teachers (see below) ○ Revision of the evaluation system ● National College for School Leadership provides support for school leaders and middle management. <p>Improving Pay and Professional Opportunities:</p> <ul style="list-style-type: none"> ● Created an extended salary scale (upper pay scale) for experienced teachers based on performance and completion of professional development ● Introduced performance management system for all teachers: <ul style="list-style-type: none"> ○ Teachers annually set objectives with heads for improving practice and pupil progress. ○ Performance against these is used to make pay decisions. ● Created Advanced Skills Teachers (AST): <ul style="list-style-type: none"> ○ Career grade that provides advancement without leaving the classroom. ○ Teachers must pass assessments (portfolio, observation, interview). ○ AST time (20%) is spent offering professional development to other teachers/schools. ● Introduced the Excellent Teacher Scheme (ETS): <ul style="list-style-type: none"> ○ Requires experience, pedagogic excellence and superior coaching and mentoring skills ○ Will address developmental needs in school but will have no outreach commitment 	<p>Improving Schools As Places To Work and Learn:</p> <ul style="list-style-type: none"> ● Professional development of teachers is an area of focus for reform with the goal of schools being: “a place in which a team of adults collaborate to prepare men and women for tomorrow – and continue to learn in their company.” ● Recently, in-school professional development has become a growing part of school budgets. ● There is a sense that in-service training needs to be more closely tied to pre-service and induction training. ● In order to accomplish these changes, there is recognition that schools need more autonomy and head teachers need development/support. <p>Improving Pay and Professional Opportunities:</p> <ul style="list-style-type: none"> ● The induction program noted above provides career opportunities for teachers: <ul style="list-style-type: none"> ○ Experienced teachers can serve as mentors, counselors and practice group leaders. ○ Each of these positions offers the opportunity to share their knowledge and skill. ○ Specific and thorough training is provided for each of these positions. ● Canton Zurich is one of two cantons that has introduced a pay system that is not only based on seniority but on teacher assessments: <ul style="list-style-type: none"> ○ This system is part of an overall school quality project. ○ Assessments occur approximately once every four years. ○ Teachers only receive salary increases if their assessment results are truly outstanding (1-3% for four years following the assessment). ○ Assessments are based on observations, a prepared document by the teacher explaining pedagogical objectives and methodology, and a personal assessment. 	<p>Sweden</p> <ul style="list-style-type: none"> ● Leadership Programs: In response to the great changes taking place in the education system (related to decentralization), a number of programs have been initiated by the Government and by other organizations to contribute to the development of the headmaster role and skills. <p>Improving Pay and Professional Opportunities:</p> <ul style="list-style-type: none"> ● A major pay initiative is underway, dramatically changing the teacher pay structure: <ul style="list-style-type: none"> ○ Abolishing fixed pay schemes ○ Replacing fixed pay ladders with individual contracts negotiated between individual teachers and school system ○ Addressing labor market pressures with these individual contracts ○ Raising salaries collectively while linking them to performance

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Country	Japan	Ontario, Canada	United States
Teacher Policy Issues	<ul style="list-style-type: none"> ● Seeking to increase specialized knowledge of individual teachers: ○ Desire to ensure teachers have greater social consciousness (ability to teach students to problem-solve and think for themselves) while maintaining the existing high quality of content delivery ○ Desire to have systematic teacher evaluation – a way to determine precisely what skills/abilities existing teachers are lacking so that they may be improved ○ Desire to improve teacher skills/abilities by increasing cooperation between boards of education (who hire and provide induction for teachers) and university preparation programs 	<ul style="list-style-type: none"> ● Seeking to increase teacher pedagogical knowledge and skill ● Historically adversarial labor/government relationship (current government has taken steps to improve this) ● Mandatory professional development program (from past government) unsuccessful (most teachers not fulfilling requirements) ● Attrition rate of new teachers was a concern, but recently improved (fewer than 15% now leave in the first 5 years) ● Lack of support for new teachers ● Teacher supply not a problem at present (other than in isolated places and subjects) ● Existing formal teacher evaluation processes inhibit real discussion about individual teacher needs/weaknesses 	<ul style="list-style-type: none"> ● High attrition rate for new teachers (50% in the first 5 years); lack of support, school culture and working conditions cited as key reasons ● Major portion of teachers retiring this decade ● Concern that teaching is not attracting/retaining high quality entrants ● Teacher preparation debate: <ul style="list-style-type: none"> ○ Some policymakers seek to raise standards. ○ Other policymakers argue for alternative routes for certification to attract better candidates. ● Shortages of qualified teachers in specific subjects (math, science, bilingual, special education) and regions (urban areas with high populations of low-income students) ● Too few teachers from minority groups ● Teaching seen as career without professional growth opportunities and rewarding career paths ● Professional development generally not closely connected to teachers' practice
Policy Responses (and policies of interest to other countries)	<p>Attracting and Supporting New Teachers:</p> <ul style="list-style-type: none"> ● Reforming teacher selection to weight personal evaluations and interviews more heavily ● Institutionalized, comprehensive one-year induction system for all beginning teachers, run by regional boards: <ul style="list-style-type: none"> ○ Mentors for all new teachers; mentors provide support in all areas of the job ○ Outside courses offered for all new teachers ○ Lectures ○ School visits ○ Overnight trips with other new teachers ○ Classroom observations and lesson critiques ● Giving principals the freedom to hire non-certified teachers (who pass assessments) 	<p>Attracting and Supporting New Teachers:</p> <ul style="list-style-type: none"> ● Major move in 2005 to implement New Teacher Induction Program (NTIP): <ul style="list-style-type: none"> ○ Orientation for all new teachers by the school ○ Mentoring by experienced teachers ○ On-the-job training in classroom management, instructional strategies, etc. <p>Improving Schools As Places To Work and Learn:</p> <ul style="list-style-type: none"> ● Implementing a major “Literacy and Numeracy Strategy” aimed at raising student achievement through improving instruction: <ul style="list-style-type: none"> ○ Reducing class size in primary grades to 20 ○ Establishment of a Literacy and Numeracy Secretariat to monitor progress in student achievement and to provide schools the support they need: <ul style="list-style-type: none"> ❖ Assist schools in setting achievement goals ❖ Assemble and support local teams to drive 	<p>Attracting and Supporting New Teachers:</p> <ul style="list-style-type: none"> ● Many states and/or districts are: <ul style="list-style-type: none"> ○ Providing alternative routes to licensure, ○ Streamlining hiring processes, ○ Recruiting teachers in high schools and community colleges, ○ Offering scholarships, housing benefits and signing bonuses, ○ Improving mobility across states, and ○ Instituting induction programs. <p>Improving Schools As Places To Work and Learn:</p> <ul style="list-style-type: none"> ● Some districts have established large-scale programs to improve instructional quality: <ul style="list-style-type: none"> ○ Offer on-the-job professional development embedded into the school day/week/year ○ Provide “coaches” or subject-matter specialists (math and reading) to support teachers in changing their practice ○ Provides formal and informal practice groups

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<p>Policy Responses (cont)</p>	<p>Improving Schools As Places To Work and Learn:</p> <ul style="list-style-type: none"> • Japan's school system has "lesson study" as an institutionalized process: <ul style="list-style-type: none"> ○ Teachers meet regularly over long periods of time to work on the design, implementation, testing and improvement of lessons. ○ Lesson study provides the primary basis for a coherent school improvement system and professional development. • Professional development/evaluation now required for teachers with 10 years experience (new as of 2003) • National Center for Teachers' Development established to implement government professional development courses • Professional development also offered by regional and municipal boards and other organizations • "Social Experience Training" provided for teachers with 10 years experience in which teachers visit other settings (business, social welfare facilities) • New levels of certification introduced (advanced, first-class, second-class) to recognize ongoing professional development achievement (credit hour dependent) <p>Improving Pay and Professional Opportunities:</p> <ul style="list-style-type: none"> • Some regional boards have experimented with financial rewards for efficient teachers; employee organizations reacted negatively 	<p style="text-align: center;">improvement and build capacity</p> <ul style="list-style-type: none"> ❖ Coordinate and offer professional development in best practices in literacy and numeracy pedagogy ❖ Provide a focused curriculum with daily literacy and numeracy ❖ Provide targeted support (through 100 turnaround teams) for struggling schools <ul style="list-style-type: none"> • Professional development initiatives: <ul style="list-style-type: none"> ○ Increasing teacher development programs that are on-site and based on individual needs ○ Adding two more PD days to school calendar <p>Improving Pay and Professional Opportunities:</p> <ul style="list-style-type: none"> • The induction program provides some new career opportunities for experienced teachers to serve as mentors. • "Lead teachers" in numeracy and literacy offer new paths for teachers. • The College of Teachers, which was established in order to have teachers govern the profession (including entry, induction, professional development), is being "revitalized." 	<ul style="list-style-type: none"> • Some districts have instituted peer review and assistance programs for teacher evaluation and professional development. • Some districts and states are utilizing technology to increase professional development. <p>Improving Pay and Professional Opportunities:</p> <ul style="list-style-type: none"> • National Board for Professional Teaching Standards (NBPTS) (established in 1987): <ul style="list-style-type: none"> ○ NBPTS awards advanced certification to "master" teachers who voluntarily pass extensive performance-based assessments. ○ Many states and districts provide pay incentives to National Board Certified Teachers. • Districts that have enacted peer assistance/review programs and mentoring programs provide new career opportunities for experienced teachers (as mentors/evaluators). • Some districts have experimented with pay-for-performance systems to reward teacher knowledge and skill or to provide incentives to teach in hard-to-staff schools. • Some districts are experimenting with pay-for-performance systems that reward teachers (or groups of teachers) based on improvements in student achievement.

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Country	Singapore	Australia
<p>Teacher Policy Issues</p>	<ul style="list-style-type: none"> • Shortage of quality recruits in some subjects (Geography, English Language) • Seeking to recruit 3,000 more teachers by 2010 to improve teacher-student ratio • Seeking to reduce administrative workload of teachers in order to allow them to spend more time improving pedagogy • Seeking to improve teachers' pedagogical knowledge and skill to meet demands of globalized workplace • Seeking to advance teachers' professional development through a myriad of development opportunities (postgraduate studies, action research, work attachments, etc.) 	<ul style="list-style-type: none"> • Shortage of male teachers and teachers in certain subjects (special needs, mathematics, science, information technology and languages) and regions (disadvantaged and remote locales) • Concern about new teacher support & retention • Many teachers to retire in 5-10 years raising concern that widespread shortages will re-emerge • Salary increases behind those of other graduate careers • New curricular frameworks & accountability requirements creating new demands on teachers • Increased decentralization, including growth of non-government schools, leading to increased focus on teacher quality
<p>Policy Responses (and policies of interest to other countries)</p>	<p>Attracting and Supporting New Teachers:</p> <ul style="list-style-type: none"> • Salary revision in 2001 • Starting salaries increased by 5-8% (2006) • Performance Bonus for outstanding officers • Gratuity plan to encourage loyalty • Review of the pay of mid-career entrants (2006) • Mentoring program for new teachers (2006) • Reduced teaching load (80%) for new teachers <p>Improving Schools As Places To Work and Learn:</p> <ul style="list-style-type: none"> • Competency-based performance management system (EPMS) introduced (2003) to provide guidance to education officers for development • Sabbatical opportunities enhanced • New Learning & Development Scheme in which teachers claim up to \$700 for expenses • School Staff Developer (SSD) introduced in every school for customized training • Part-Time Teaching Scheme (PTTS) (2006) extended to more officers • Practices to promote work-life harmony encouraged in schools • New positions created to reduce teacher workload (Staff developer, vice-principal, others) 	<p>Attracting and Supporting New Teachers:</p> <ul style="list-style-type: none"> • Concerted effort to raise salaries (2000): <ul style="list-style-type: none"> ○ Included an across-the-board raise ○ Starting salary now competitive with most other graduate occupations • States and territories have also used these strategies to attract teachers: <ul style="list-style-type: none"> ○ Scholarships linked to employment for 2-3 years post graduation, ○ Public relations campaigns on the value of teaching, ○ Schemes to attract 'mature age' students and career changers, ○ 'Single shop' points for information and processing of teaching applications, and ○ Improved collaboration among teacher employers, teacher education institutions and teachers' associations • Increase in resources for induction • Increase in government-commissioned research about how to attract, support, retain and continue to develop quality teachers

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	<ul style="list-style-type: none"> • Teaching force increased (by 3,000) to create more time for reflection & improving pedagogy 	
Country	Singapore	Australia
Policy Responses (cont)	<p>Improving Pay and Professional Opportunities:</p> <ul style="list-style-type: none"> • Edu-Pac (Education Service Professional Development and Career Plan) (2001) to attract, retain and develop talent: <ul style="list-style-type: none"> ○ New career structure: <ul style="list-style-type: none"> ❖ Teaching Track ❖ Leadership Track ❖ Senior Specialist Track ○ New recognition structure ○ Enhanced performance management system • Teacher Development and Recognition Review (TDRR) launched in 2006 and led to the GROW package for educational officers aiming at: <ul style="list-style-type: none"> ○ Growth ○ Recognition ○ Opportunities ○ Well-being • Responsibility Allowances and Special Allowances (2001) introduced for officers/teachers with greater responsibilities • Outstanding Contribution Award (2006) rewards teachers in outstanding schools <ul style="list-style-type: none"> • New center for teacher development (by 2008): <ul style="list-style-type: none"> ○ Focal point for professional development ○ Will house heritage gallery and showcase of the latest educational technology • More career options and advancement opportunities for teachers in 2006: <ul style="list-style-type: none"> ○ New promotional grade for General Education Officers for classroom teachers ○ Expanded role of Senior Teachers (STs) so that more can be appointed (including school-based curriculum design, testing & assessment, staff development, counseling) ○ New apex position Master Teacher Level 2: <ul style="list-style-type: none"> ❖ Created for promising teachers (job scope equivalent to Vice-Principal) ❖ Will operate at zonal or national level ○ New salary grade for Heads of Departments 	<p>Improving Schools as Places to Work and Learn:</p> <ul style="list-style-type: none"> • Standards framework for students being used as guide for professional learning for teachers and other school professionals: <ul style="list-style-type: none"> ○ Each state and territory maps the stages of leadership and growth of teachers. ○ Similar continua are being developed to support preparation and ongoing professional learning of school leaders. ○ Per-student spending is being increased as student-teacher ratios fall. • Increase in resources invested into ongoing teacher development by all levels of government and professional agencies, although it is generally recognized that more needs to be done • More attention being paid to improving buildings and facilities, but conditions vary substantially among schools <p>Improving Pay and Professional Opportunities:</p> <ul style="list-style-type: none"> • Beginning in late 1990s, almost all states and territories established teacher registration authorities to: <ul style="list-style-type: none"> ○ Create clear, consistent professional eligibility requirements, ○ Provide the teaching profession a voice, and ○ Enhance the status of teaching. • Commonwealth Government established (2003) (and provides funding for) Teaching Australia – Australian Institute for Teaching and School Leadership to: <ul style="list-style-type: none"> ○ Promote the teaching profession, and ○ Provide national forum for profession-led views on teaching quality and school leadership.

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