

The Challenge of Achieving World Class Performance

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NCSL: School Business Managers' International Conference

London, 9 May 2008

Part One:

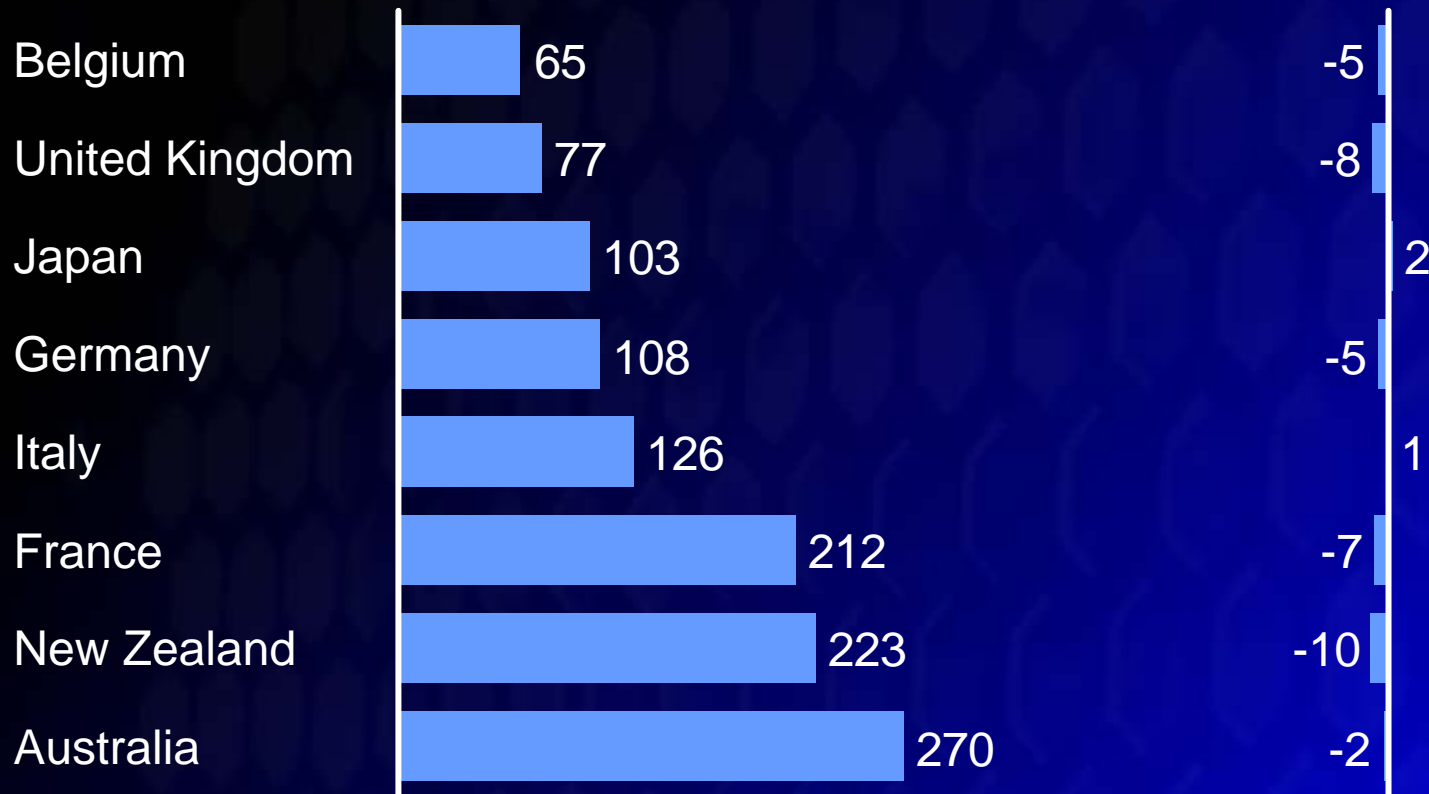
What Doesn't Work

Despite big spending increases, in OECD countries education outcomes stagnated for 25 years

%

Increase in real expenditure per student*
(1970–1994)

Increase student achievement**
(1970–1994)

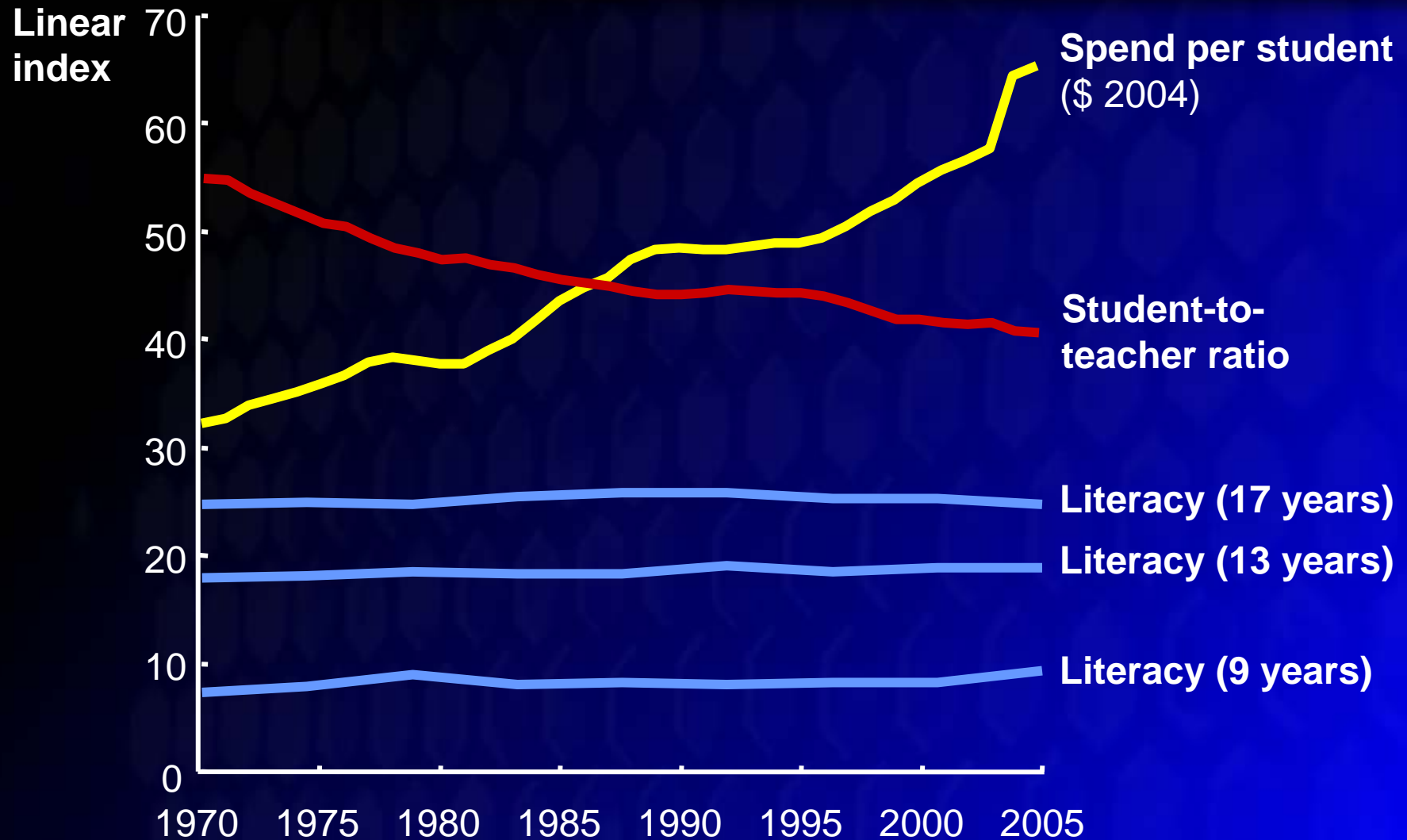


* Real expenditure, corrected for the Baumol effect using a price index of government goods and service

** Maths and Science

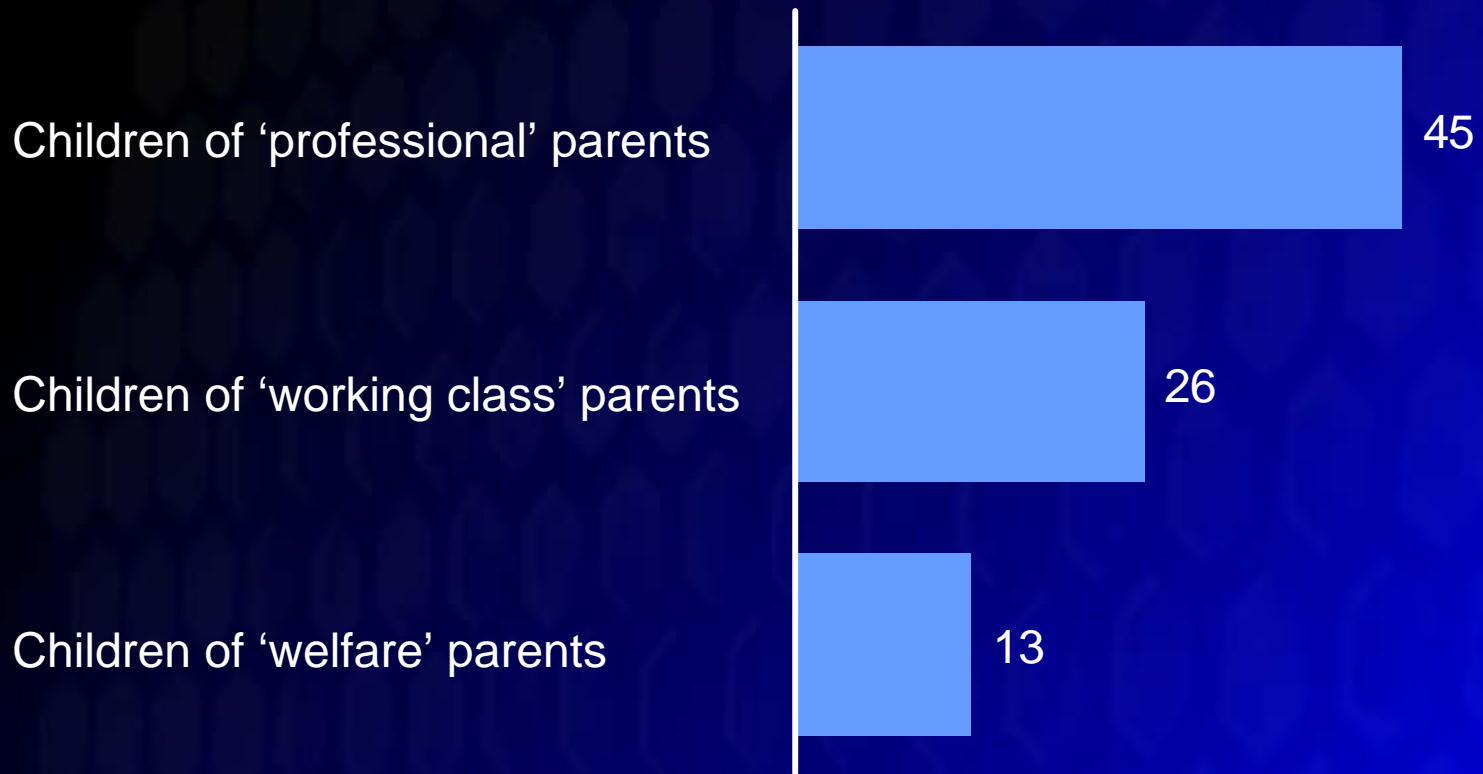
Source: Pritchett (2004); Woessmann (2002); McKinsey

Merely reducing student-teacher ratios does not improve outcomes



Unless an education system is highly effective the impact of differences in socio-economic status will be significant

Number of words (millions) heard by child at age 4*

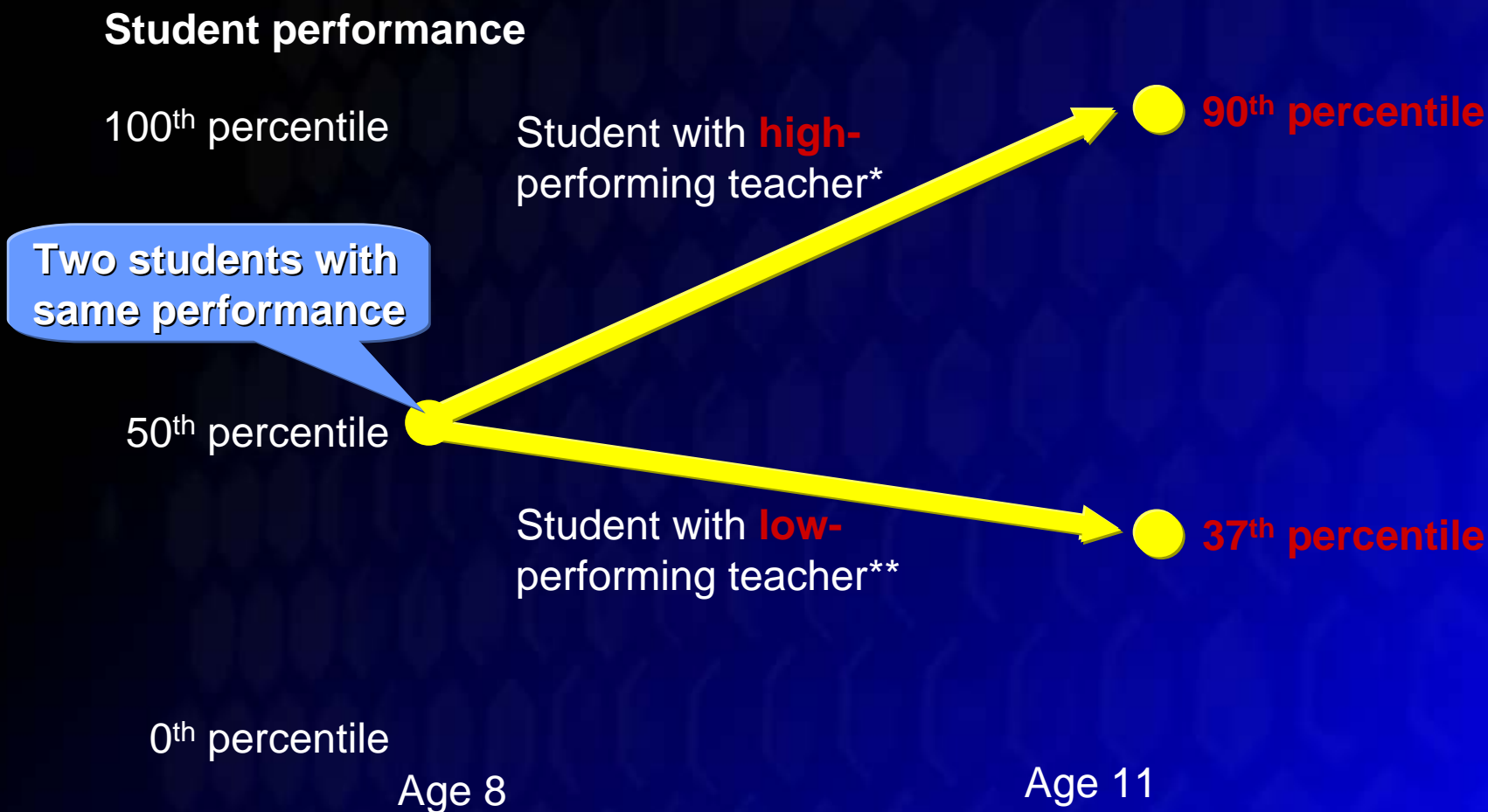


Culture is not decisive

PISA top performers, 2003



Consistent quality of teaching is by far the most important factor driving performance and is missing in most systems



* Among the top 20% of teachers

** Among the bottom 20% of teachers

Source: Sanders & Rivers *Cumulative and Residual Effects on Future Student Academic Achievement*

Part Two:

What Does Work

Lesson 1

“The quality of an education system cannot exceed the quality of its teachers.”

Great systems attract great people into teaching

- **Korea** The top **5** percent of graduates
- **Finland** The top **10** percent of graduates
- **Singapore** The top **30** percent of graduates

**As the war for talent intensifies,
rising to this challenge becomes ever more difficult**

Lesson 2

“The only way to improve outcomes is to improve instruction.”

Top-performers take professional development inside the classroom and make it routine

Professional development in Shanghai and Japan

Peer observation

All teachers in Shanghai are required to visit and observe at least eight lessons by colleagues each term

Lesson study

Teachers in both Shanghai and Japan work in teams to analyse and develop model lessons

Demonstration lessons

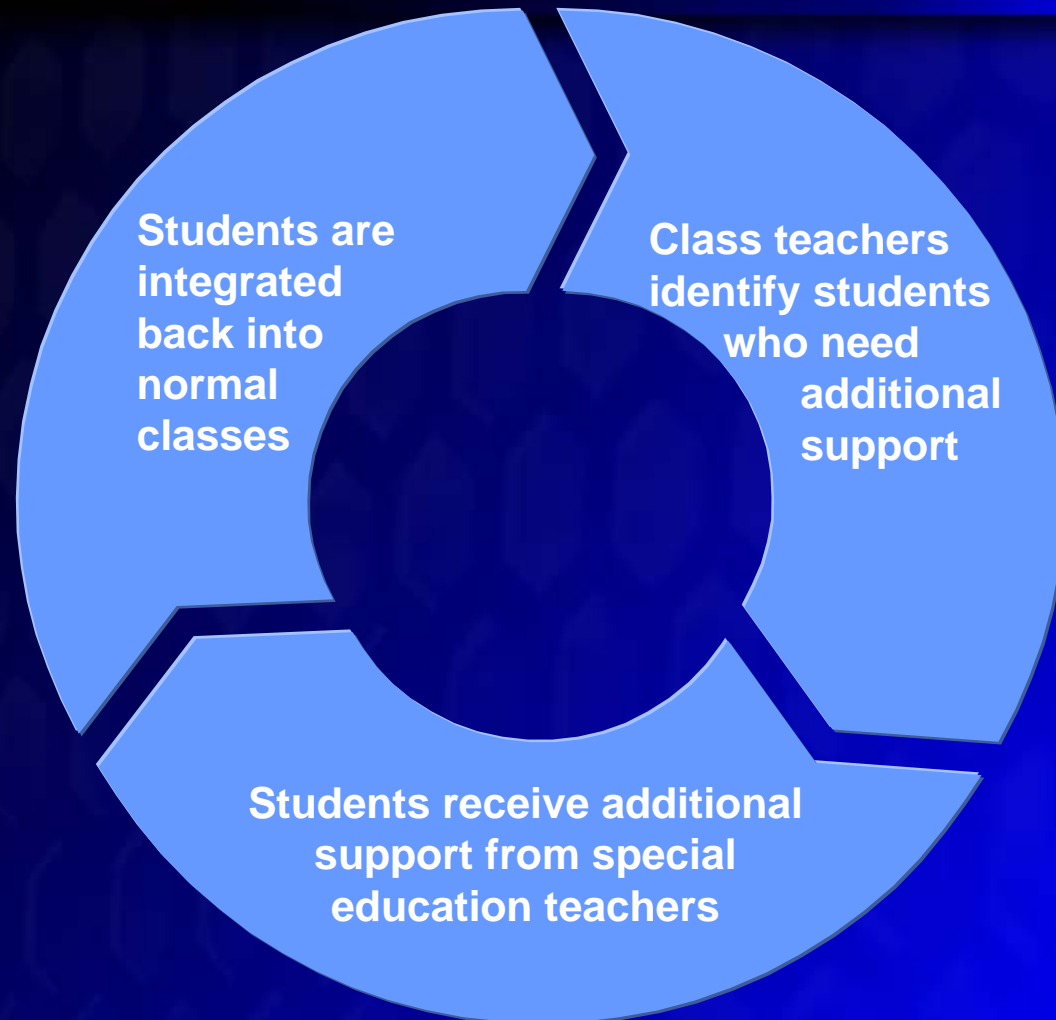
Teachers demonstrate excellent practice to a wider group of instructors, followed by discussion and feedback sessions

Lesson 3

“High performance requires every child to succeed.”

Finland: Educational support

- Additional 1-on-1 or small group tuition to support those who are falling behind
- 30% of all students benefit during any given year
- Focus is on Mathematics and Finnish language
- 'Special education' teachers receive an additional year of training and are paid slightly higher salaries
- They work with a wider support team – psychologists, nurses, special needs advisors – to provide a comprehensive support



Lesson 4

“Great leadership at school level is a key enabling factor.”

Top-performers recruit and train excellent school leaders: the Singapore example

“We train our teachers and vice-principals to apply best practices; we train our principals to create them”

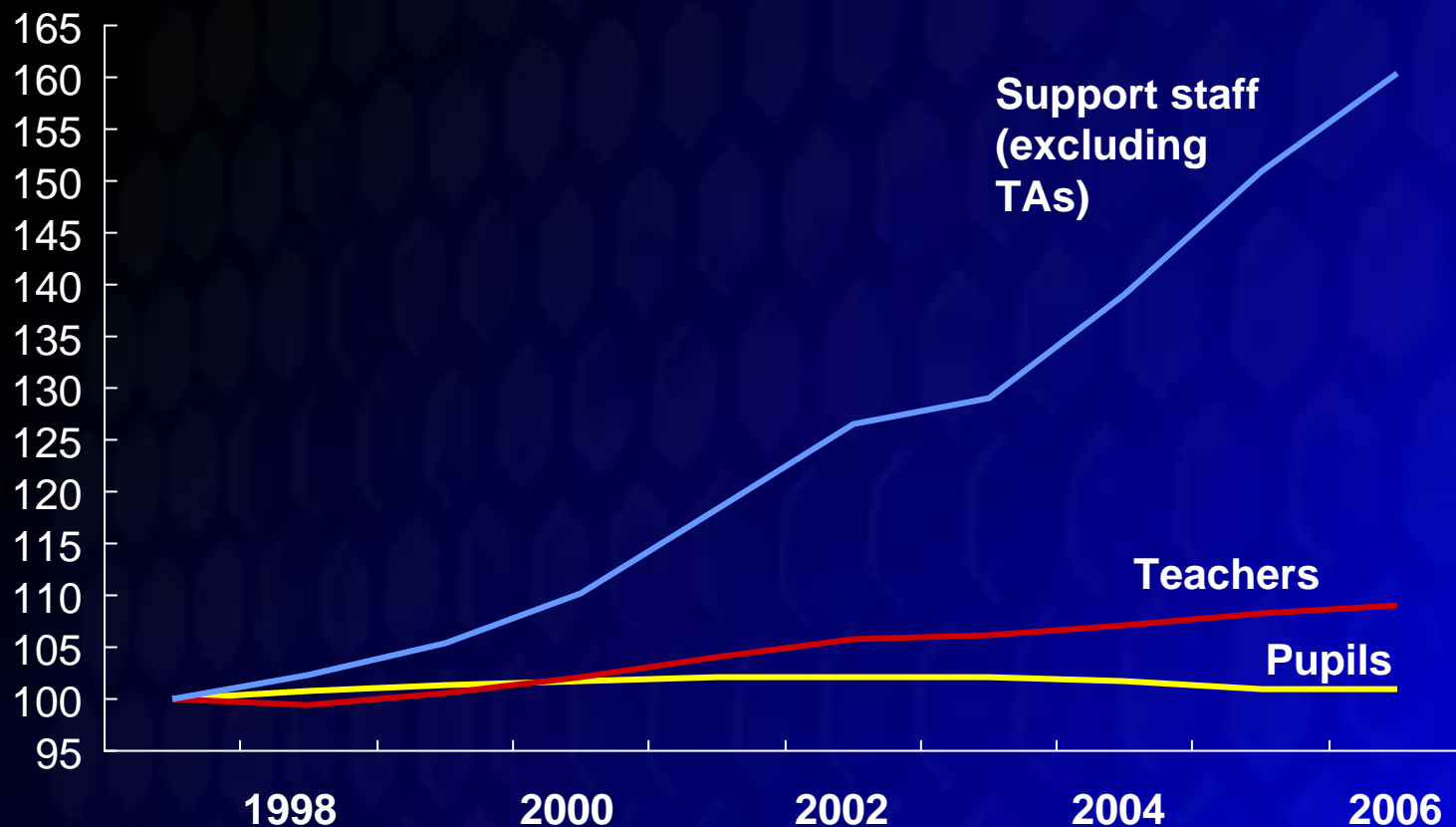
6 month programme to develop new principals

- **Management and leadership courses** taken from leading executive training programmes
- **One day a week in schools** where candidates are assigned to develop innovative approaches to the toughest problems
- **Group projects** where candidates work in teams
- **2-week overseas placement** with a major corporation (e.g., IBM, HP, Ritz Carlton), where they shadow top private-sector executives
- **Rigorous evaluation** – only candidates who demonstrate the required competencies will succeed

Support staffing in schools has been growing rapidly

Increase in support staff in schools over the last decade

Staffing level
(indexed as % of 1997)



Enhanced school business management could drive significant benefits for schools

■ Available to all schools
■ Context dependent

Effectiveness
leading to
improved
outcomes

More effective
and attractive
HT & SLT
roles



Improved
strategic
decision-
making



Dedicated
resource to build
and create value
from networks
and partnerships

Efficiency freeing
up funds to be
redeployed
towards T&L

Redeploying
funds towards
teaching and
learning

Improved financial management



Improved income generation



Economies of scale in small primaries



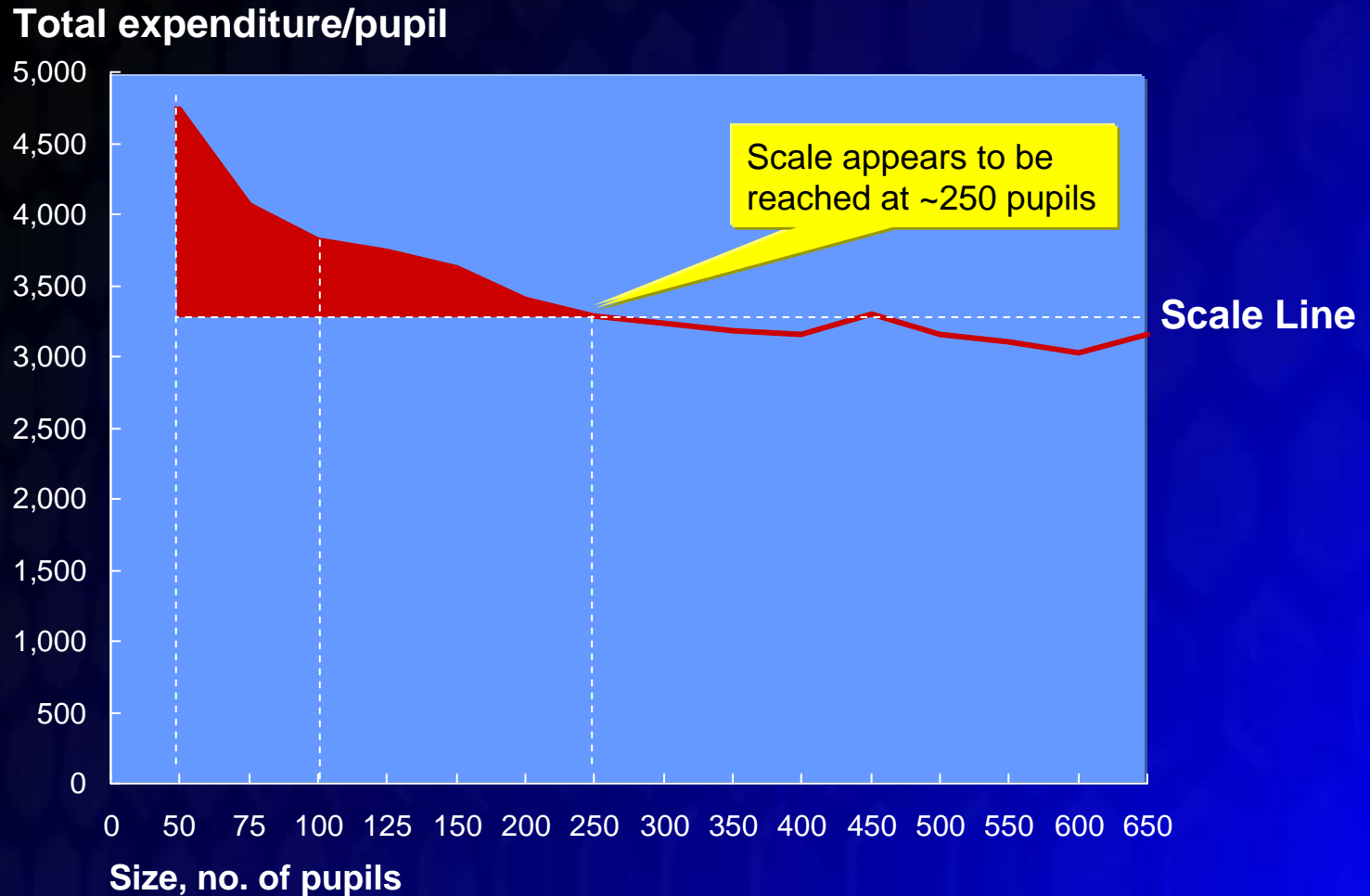
Leadership reconfiguration



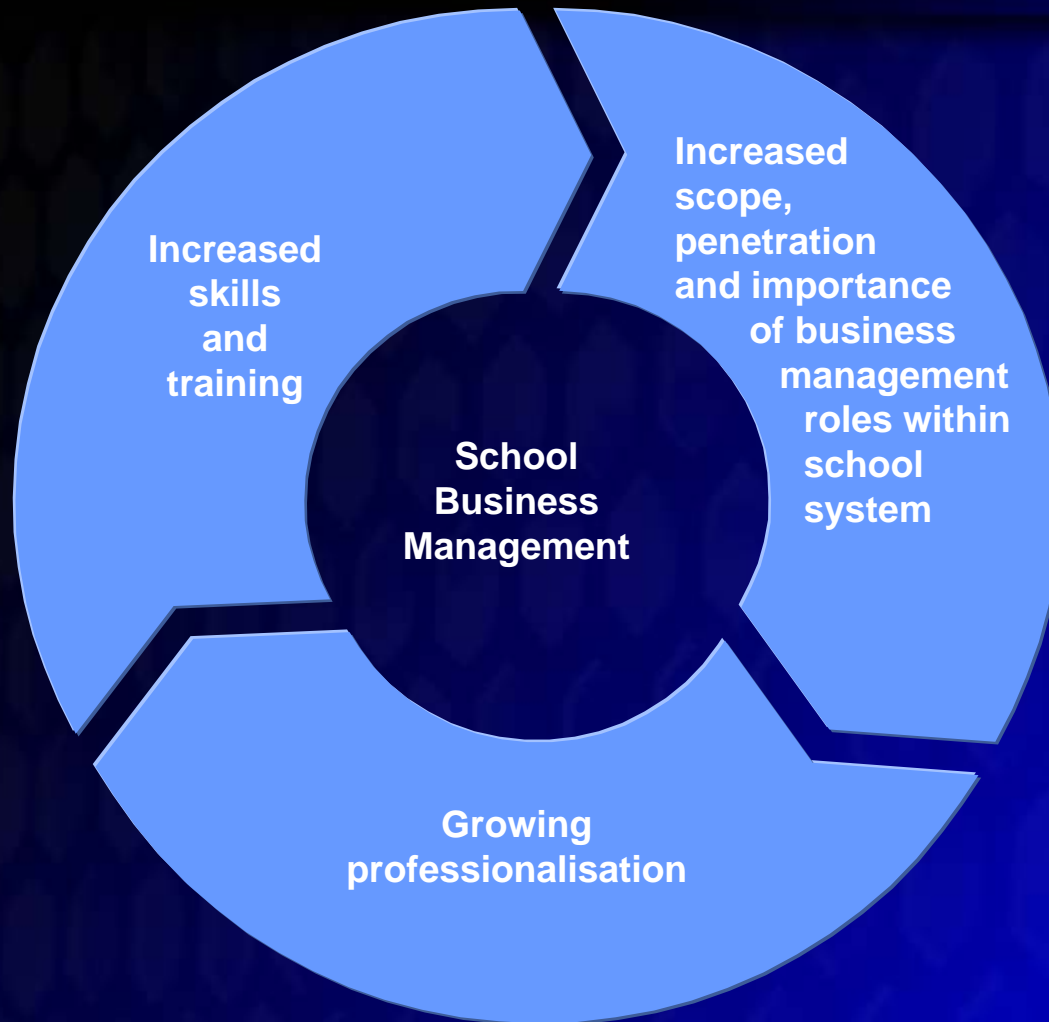
ASBM/ SBD cost

A large number of primary schools are financially below scale and could benefit from partnerships

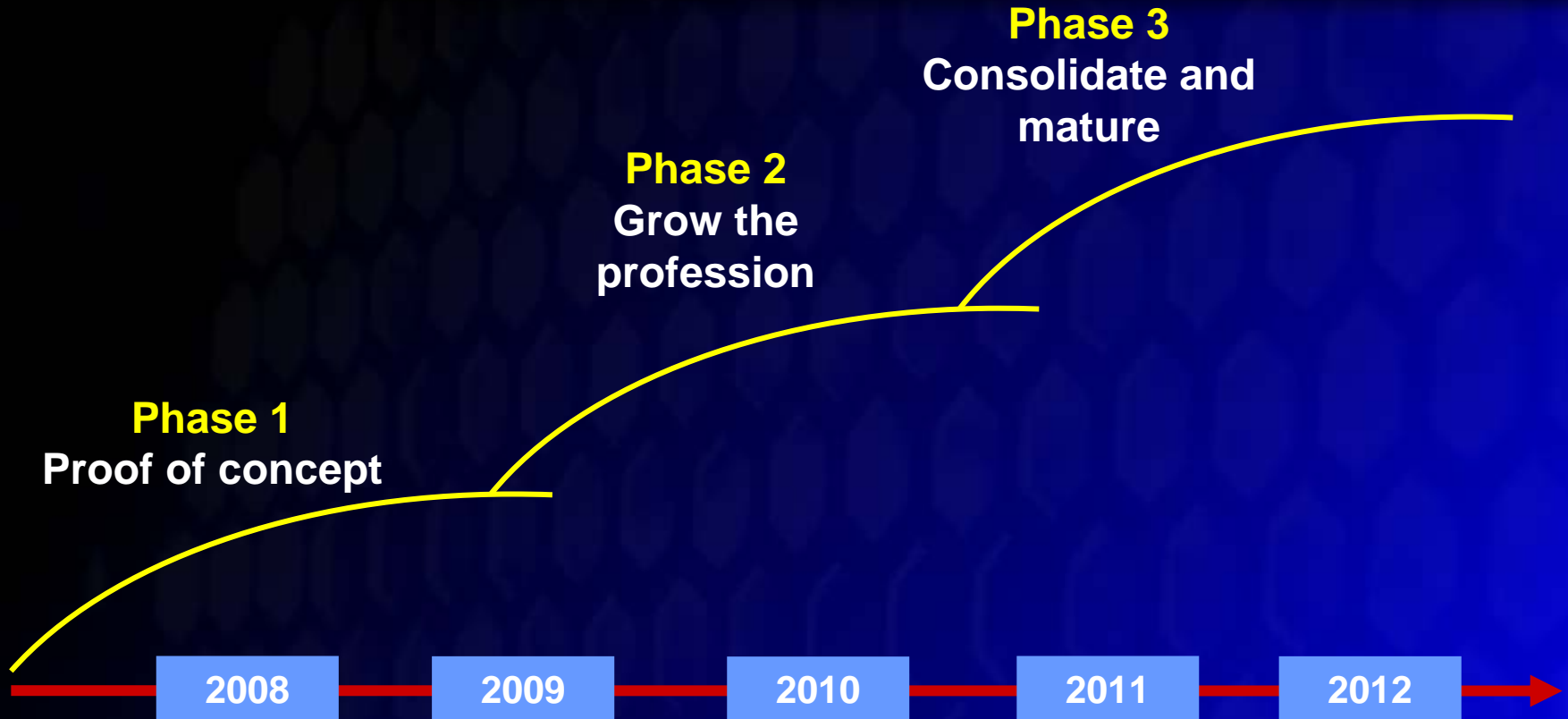
Primary schools, £



Building the school business management profession requires a virtuous cycle



Realising this vision requires three phases



The required cultural shift

- Hit & miss
- Uniformity
- Provision
- Producers
- Inputs
- Generalisation
- Talk equity
- “Received wisdom”
- Regulation
- Haphazard development
- Demarcation
- Look up

Comfortable



- Universal high standards
- Diversity
- Choice
- Customers/citizens
- Outcomes
- Specificity
- Deliver equity
- Data and best practice
- Incentives
- Continuous development
- Flexibility
- Look outwards

Demanding