



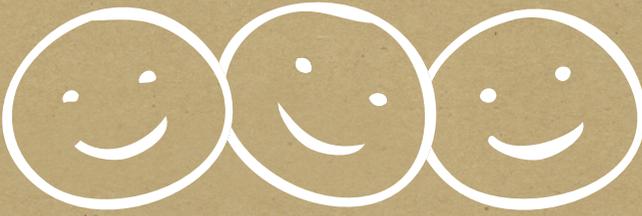
# Excellence, Equity and Inclusion – High Quality Teaching for All

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# Excellence, Equity and Inclusion— High Quality Teaching for All

## INTRODUCTION

The International Summit on the Teaching Profession is a landmark event on the global education calendar. The Summits are unique global events which bring together teacher unions and governments, on an equal basis, to discuss policies which affect teachers working in public education systems, in collaboration with the OECD. The Summits have grown in importance. Nowadays both the teaching profession globally, and teachers in individual countries, look to the Summits' outcomes for guidance, support and leadership.

I welcome the New Zealand Government's agreement to host the fourth International Summit, in partnership with Education International (EI) and the Organisation for Economic Cooperation and Development (OECD), and to involve, as equal partners, the New Zealand teaching unions: the Post Primary Teachers Association (PPTA) and the New Zealand Educational Institute Te Riu Roa (NZEI Te Riu Roa).

The Summit takes place during Education International's Unite for Quality Education campaign. The messages are remarkably similar. There is no substitute for high quality teaching and that means teaching by qualified teachers. In fact, at all of the Summits, Education International's teacher union affiliates have argued consistently that qualified teachers are essential for quality education. They are essential because if young people are to enter the adult world confident about themselves and the challenges which they face, they have to be taught by highly qualified teachers with the level of expertise and skill that only such teachers can offer.

This Summit is not only a landmark event because of who it brings together but, also, because of what it addresses.

Devolution of responsibility to schools may bring benefits but it also has the capacity to isolate schools and teachers and therefore inhibit children's learning. Devolution also raises major questions about how to guarantee equality of practice, appropriate resources and additional support for children from diverse backgrounds. Yet the inclusion of children from diverse backgrounds is essential if countries are to have quality education systems.

The strength of teacher unions is that they are the voice of the teaching profession, both at national and school level. That is why I welcome the Summits. They provide an opportunity for genuine dialogue and policy development to take place between governments and teacher unions and the OECD. The themes to be discussed at the New Zealand Summit are an exceptionally important focus for that dialogue.



Fred Van Leeuwen  
General Secretary

# EXCELLENCE, EQUITY AND INCLUSION

## – HIGH QUALITY TEACHING FOR ALL

1. Over the last few years, many countries, and, in particular, some of those in the OECD, have devolved responsibility for governing their school systems to the individual schools themselves i.e. to the Principals and the Boards which oversee them.
2. Such school autonomy can undoubtedly enable teachers to take the decisions which are most appropriate to their children and young people's learning. It makes sense to enable schools to design their own curricula, even within broad national or regional guidelines or parameters, and for teachers to devise pedagogy appropriate to their own circumstances. Only schools can negotiate successfully their relationships with students, parents and their communities. It is self-evident that innovation and creativity cannot be imposed by government decision.
3. However, there can be real risks to high quality education in highly devolved systems. In such systems it becomes much more difficult to identify difficulties and intervene early when schools begin to experience problems. Teachers themselves can become isolated and unable or unwilling to collaborate and learn from each other. There can be discrimination against specific groups of children and young people in an individual school, which may not be identified easily. It becomes very difficult to undertake system-wide initiatives, such as implementing a common entitlement to professional development, which is designed to support all schools, if each school is designing and implementing its own programmes and curricula. Funding meant for disadvantaged groups of children can be diverted by school managements and used for other purposes. If schools are left in charge of their own admissions policies, the danger of discriminatory practices increases and, indeed, there can be unpredictable effects in the wider community if advantaged parents, with the time and knowledge to do so, manipulate admission policies.
4. While feedback about school performance is important and should be available publicly, some governments believe that all they have to do to maintain the integrity of their national education systems is to introduce a high-stakes student/teacher/school evaluation system, which is common to all schools. The evidence from numerous studies, (e.g. OECD 2013 a, OECD b), is that countries which have external evaluation arrangements as the defining feature of their education systems are not likely to deliver high quality education for all their children and young people. Such arrangements lead to the stifling of innovation and creativity, an over-emphasis on teaching to evaluation/inspection requirements, with learning outside those areas being neglected, and teachers' and principals' self-efficacy and self-confidence undermined. (e.g. MacBeath 2012)
5. There are no guarantees that the simple devolution of power and responsibility for educational standards in schools to principals/ head teachers leads to improvements in the overall quality of education. A particularly important finding of PISA 2012 (OECD 2013 a) is that, while school autonomy is an important predictor of performance, the positive effects of that autonomy are only felt where the schools are operating in the context of a strong education system, where everyone has common expectations, and where there is teacher/principal collaboration in the management of schools.
6. Finally, as the evidence from UNESCO and the OECD makes clear, and Education International's Unite for Quality Education campaign emphasises, there is absolutely no substitute for qualified teachers teaching in every classroom. This is why EI believes that the themes which are being discussed at the Summit are important for the future of education globally. Answers to the Summit's questions are vital, not only for OECD member countries, but also for all other countries.
7. There is no point in reproducing in this pamphlet sections of the OECD's Summit background document. EI commented on a draft of the document and some of its views were taken into account in the

final text. EI's pamphlet is an attempt to contribute to the debate at the Summit and makes a range of recommendations on behalf of the teaching profession.

## The need for a systematic approach to providing education

8. EI believes that governments must pursue the following objectives if they wish to create education systems in which the vast majority of teachers are qualified:
  - Student teachers should receive high quality initial training;
  - Teachers should be entitled to and receive high quality continuing professional development;
  - The education system should be orientated towards creating the conditions for high levels of teacher self-confidence and efficacy;
  - Governments should work with teachers and their organisations as social partners to improve and develop the education system;
  - The conditions should be created for a self-regulating teaching profession responsible for its own professional and ethical standards, including standards of entry to the profession, professional development, codes of conduct and the development of policy on the teaching profession generally;
  - The conditions should be created for teachers to be able to initiate and carry out their own research;
  - The concepts of teacher leadership and school leadership should be discussed between governments and representatives of the teaching profession, with a view to creating high quality school leaders;
  - Pay/ compensation structures for teachers should be developed which are
- comparable with those of other professions. They should focus on career structures which include rewarding teachers for sharing their knowledge and skills with teachers in their own and in other schools;
- Effective school leadership succession planning should be part of a system-wide approach;
- The creation of school accountability or feedback systems should be carried out in partnership with schools. Such systems should be developmental and have bottom-up evaluation as their guiding principle.
9. The conditions for an effective education system cannot be left to chance. Teacher unions have a crucial role, as the OECD Background Document for the 2011 International Summit emphasised – *“Unions are sometimes perceived as interfering with promising school reform programmes by giving higher priority to the unions’ ‘bread and butter issues’ than to what the evidence suggests students need to succeed. But the fact is that many of the countries with the strongest student performance also have strong teacher unions, and the better a country’s education system performs, the more likely that country is working constructively with its unions and treating its teachers as trusted professional partners.”* (OECD 2011)
10. In developing policies a balance should be maintained between the input of a government with aspirations for its education system and the input from its teaching profession based on its knowledge and experience. This is particularly important for the development of policy on teachers. In education systems where governance has been devolved to schools this balance can be achieved but only if key conditions are observed.
11. Partnership between teacher unions and governments is vital for successful education systems, just as collaboration between children is vital for learning and teachers’ collaboration is a strong precondition for successful teaching. Partner-

ship is most likely to be successful when governments and unions understand and respect each other's roles and responsibilities. It is in the nature of partnership that there will be disagreements. Clarity about areas of disagreement is as important as clarity of agreement. Respecting agreements and disagreements is the essence of pluralism and social dialogue. Such respect is also the essence of the Summits on the Teaching Profession and is vital if they are to build a body of agreement on policy on teachers.

12. EI recently carried out a survey of unions attending the OECD's Trade Union Advisory Committee's Working Group on Education, Training and Employment Policy, on the nature of consultations between governments and education unions. The policy areas in the survey cover broadly areas of teacher policy. Twenty four unions responded, all of them from OECD member countries. The majority of respondents said that they had partial engagement with governments on the development and implementation of education policies but that it was not fully satisfactory. Only unions in four countries considered that they had full engagement with their governments. When it came to engaging unions in policy implementation there was slightly less leverage than in policy development.
13. Unions reported that many governments had established arrangements for consultation. However, there were more correspondents agreeing that such arrangements existed in part, rather than in full. Engagement between governments and unions differed dramatically in different policy areas. When unions were asked to identify the areas of education policy on which they were engaged in productive discussions with governments, the highest number identified teachers' professional development, followed closely by working conditions and equity issues. Slightly below that were curriculum issues, pay, and support for children with special needs. Around two thirds of unions were consulted on teacher evaluation, student assessment and institutional evaluation. Of great concern, however, was the fact that under half of the unions said they have had productive discussions on pupil behaviour, educational research, school development and teaching councils.
14. In a study for EI on government/teacher union relations it was not surprising that

Bascia and Osmond found that: *"Positive teacher union/governmental relations are fragile...structural assurances for consultation are not always sufficient in ensuring collaborative relations...enduring interactions appear to be more of a...culture of co-operation on the one hand and the cultivation of strong personal relationships on the other...for teacher unions because of the magnitude of government political capital they require constant attention, maintenance and vigilance; they can never be taken for granted."* (Bascia and Osmond 2013)

15. This is not a pessimistic finding but a cautionary one, given the Summit's themes. Teacher unions have a vital role in highly devolved systems in helping to maintain the coherence of the teaching profession and guarding its quality. Such coherence cannot be achieved by governments seeking to direct an atomised school system. School communities locally, and teachers as a profession, have to be part of creating and maintaining such schools. That means that the constant maintenance referred to by Bascia and Osmond is particularly important in highly devolved systems.

## Teacher unions and the Summit's themes:

### 1) Attracting and retaining high quality teachers into schools with the greatest need

16. There is a great deal of evidence that 'schools with the greatest need' have large numbers of students who have socially and economically disadvantaged backgrounds. In fact the impact of socio-economic disadvantage is an enormously powerful background factor impacting on student achievement. Where schools have student populations which are largely socio-economic disadvantaged they face fundamental challenges in raising students' self-confidence and achievement levels. These challenges are compounded if these students face other forms of discrimination. This does not mean to say that schools with the greatest need cannot raise their students' attainment and self-confidence to the levels of attainment achieved by high performing advantaged schools. The kind of challenges faced by these schools mean that, however suc-

cessful they become, their capacity to tackle such challenges will always be fragile. In short, teachers and other staff who work in such schools need consistent and extensive, high quality support.

17. Both EI and OECD have similar views on how to attract high quality teachers to schools with the greatest need. Those strategies include: providing adequate learning resources to address disadvantage, creating a teaching workforce which reflects students' demography, preparing teachers to work in disadvantaged schools, providing mentoring and coaching for such teachers on an ongoing basis, improving working conditions, introducing financial incentives, as part of teachers' career structures, for teachers willing to work in such schools, providing ongoing attractive career structures, providing regular professional development, which addresses diversity issues, and guaranteeing effective employment conditions and job security.
18. While EI and OECD agree that establishing effective employment conditions should be a priority, EI is opposed to temporary contracts being introduced as a way of getting teachers into disadvantaged schools. Such an approach is the opposite of what teachers in such schools need. Teachers, who make the commitment to work in disadvantaged schools, given the difficult nature of their task, need job security above all else. This is especially true, in countries which have high stakes school evaluation systems.
19. There are a number of additional strategies which should be adopted by governments. Understanding the needs of children from disadvantaged and diverse backgrounds should be at the core of all teachers' initial teacher training and continuing professional development. It is impossible to embed this understanding without countries having a systemic approach to initial and continuing teacher education. For initial teacher training and ongoing professional development to be of a consistently high quality, higher education should be a partner in their development and provision.
20. There are national schemes which focus on training teachers in schools with the greatest need. The focus of those schemes is welcome but, despite being effective in many instances, they may have disadvantages. In many instances they emphasise attracting high-flying degree holders which tends to obscure the importance of encouraging aspirant teachers into teaching who themselves are from disadvantaged backgrounds. The high profile of these schemes can also obscure the importance of all trainee teachers receiving training in educating disadvantaged students. The OECD's proposal that the teacher workforce should reflect the demography of students is relevant here. In addition, the length of time newly qualified teachers from such schemes spend in schools is relatively short, while, in fact, what students need is consistent teaching over time, from the same committed staff.
21. What is needed is a national system of initial teacher training, which is part of a continuum of education for all teachers, involving schools, teacher unions and universities. A balance needs to be achieved between theory and practice, involving collaboration and sharing of good practice between teachers across schools. Integral to theory and practice should be an understanding of the causes and impact of socio-economic disadvantage and how school communities can confront its effects on children's self-esteem and learning.
22. Many teacher unions provide professional development for their members on tackling disadvantage and discrimination as part of their overall professional development programmes. There is also evidence that where governments, regional authorities and employers fund teacher unions to provide professional development, there is greater commitment amongst the teachers and more effective use of resources.
23. EI has argued consistently that it is the teaching profession which should set its teaching standards. The teaching profession must have its own representative national structures to do that job. In most other professions, such structures already exist. One good example of such a structure is the National Board for Professional Teaching Standards (NBPTS) in the United States where teaching unions have a lead role on its Board. Given the challenges of teaching in disadvantaged schools, the voice of their teachers influencing national standards is vital.
24. EI believes that there are other important factors which are vital for success in

disadvantaged schools. The evidence that collaboration between teachers and principals is better than top-down management structures is particularly significant for disadvantaged schools. International studies on teacher leadership (e.g. Frost 2012) including EI's study on teacher self-efficacy, voice and leadership (Bangs and Frost 2012) make it clear that, where there is a culture of teacher leadership in schools, there is a real improvement in teacher self-confidence, vital in the difficult circumstances of disadvantaged schools. An integral part of teacher training should be a focus on enhancing teacher leadership.

25. Much has been written about the relationship of pay to performance and teachers' careers. Getting the balance right for teachers in disadvantaged schools is essential if their commitment and optimism is to be maintained. There is no proven relationship between individual performance-related pay for teachers and student achievement. In fact attempts to impose performance-related pay in disadvantaged schools are likely to divide staff and undermine collaboration. What is needed in those schools are enhanced career opportunities and structures, alongside improved working conditions. Employment policy should make it clear that working in disadvantaged schools is a significant career advantage. Working conditions should obviously include staffing levels which enable the creation of small student groups and one-to-one tuition. There is also a strong argument for teachers' working conditions to be re-examined so that there is a requirement to take into account the views of teachers in the management of schools. An example of this debate is the study commissioned by the Ontario Elementary Teachers Federation (Leithwood 2006).

26. The operation of pupil, teacher, school, school leader and system evaluation structures and procedures need fundamental examination and clarification in many OECD countries. Indeed the OECD has called for: **"the involvement of practitioners such as school leaders and teachers in the design, management and analysis of evaluation and assessment policies."** (OECD 2013)

Where evaluation systems are punitive they are damaging to the interests

of schools and teachers generally and have a particularly damaging effect on disadvantaged schools. Threats of school closure and staff dismissal, where areas of teaching and school life have been found to need improvement, have the effect of driving effective, committed teachers away at exactly the time they are most needed both by their pupils and local school communities. EI has consistently argued for the teaching profession's involvement in the formation of evaluation policies and for evaluation to be based on the principles of self-evaluation, where critical self-reflection based on trust and honesty produce effective and beneficial outcomes. Through such an approach the voices of the entire school community in disadvantaged schools can be heard and acted on.

## II) Creating Learning Environments that address the needs of all children and young people

27. Among OECD member countries there is an emerging consensus about the skills needed by children in the 21 century and about how to create innovative learning environments in which to foster such skills (e.g. OECD CER's Innovative Learning Environment's Project). There is long established evidence from past PISA reports and other studies that early tracking involving the segregation of children into ability groups inhibits overall student achievement. There is also an emerging understanding, as the OECD background paper sets out, that is requiring students whose outcomes are not as good as their peers to repeat their studies (grade repetition), impacts adversely on their achievement.
28. However, there are further background conditions which are necessary to meet the needs of all children. Many of those have been rehearsed already in this pamphlet: high quality training and professional development; awareness of the diverse needs of children from all backgrounds and the knowledge, the skills and pedagogic repertoire to meet them; high levels of self-confidence and efficacy, and pay, conditions and career structures which reflects the responsibilities of highly skilled professionals. In addition some of the most successful national education sys-

tems, trust schools to develop their own curricula and assessment policies within broad national frameworks (e.g. Finland and New Zealand).

29. Qualified teachers are aware of the optimum conditions necessary for them to meet the needs of all their pupils. There are few things worse for school staff faced with multiple challenges than feeling that their school is isolated and without external support. In a highly devolved system there is a far greater danger of such isolation than in a system where external support such as professional guidance on meeting the needs of vulnerable pupils or on pedagogical issues or on professional development, is provided.
30. Private companies which provide such services have a mixed record. It is far better that schools themselves, other organisations such as democratically accountable, middle-tier bodies, and organisations representing teachers, including teacher unions, provide the support necessary to prevent development of such professional isolation. In this context, teachers' career structures need to include 'horizontal' forms of career development, through which the knowledge and expertise of experienced teachers can be recognised, thus enabling them to provide support to their own and to other schools.
31. There is also evidence from the United States and Northern Ireland, for example, that schools, particularly disadvantaged schools, which become community, focussed schools with integrated community services are likely to enhance their capacity to address the challenges which they face. It is particularly important that sufficient resources are provided for the community services, if they are to attract and engage the local community effectively. (Northern Ireland Education and Training Inspectorate 2013 and Wikipedia on Full Service Community Schools)
32. There is evidence that schools which are "outward-facing", engaging in projects with local communities and businesses, increase their capacity to meet educational challenges. While they have the greatest needs, the schools in the UK's Steve Sinnott Fellowships, cited in the OECD's 2012 Summit background document, which adopted outward-facing school initiatives, are also very successful.
33. One further underlying condition which is vitally important in all schools, but particularly in disadvantaged schools, is that of having low pupil/teacher-staff ratios, which are appropriate to allow the schools to meet the needs of all children and young people and provide a rich and broad curriculum. Class size limits are vital for all class teachers. Most teachers will do their best to meet the individual and collective needs of the children they teach. However, teaching very large numbers of pupils is challenging and exhausting and the related recording and reporting expectations lead to teacher burnout and withdrawal. Maximum overall class size limits are, therefore, essential. However low student/teacher-staff ratios in disadvantaged schools are absolutely crucial because they enable one-to-one teacher/pupil and small group tuition. This is particularly important in such schools, where tuition and coaching is vital not only for boosting pupils' learning but also for enhancing self-confidence. Examples include the successful Reading Recovery Programmes in New Zealand and in the UK and overall one-to-one tuition programmes in the UK. (e.g. BES 2014; the IOE's European Reading Recovery Centre and the DCSF/National Strategies 2009).
34. The Education For All 2013/2014 Global Monitoring Report on Teaching and Learning proposed what it believes to be the ten most important teaching reforms that policy makers should adopt to achieve equitable learning for all children and young people (UNESCO 2014). In many ways they represent a framework for successful national teacher policies although some of the reforms are shaped to suit conditions in developing countries. It is worth repeating them:
  - Fill teacher gaps;
  - Attract the best candidates to teaching;
  - Train teachers to meet the needs of all children;
  - Prepare teacher educators and mentors to support teachers;

### III) The levers for equity and inclusion in increasingly devolved education systems

- Get teachers to where they are needed most;
  - Use a competitive career and pay structure (compared to other professions) to retain the best teachers; Improve teacher governance to maximise impact;
  - Equip teachers with innovative curricula to improve learning;
  - Develop classroom assessments to help teachers identify and support students at risk of not learning;
  - Provide better data on trained teachers
35. The development of international evaluations of countries' education systems, particularly through the OECD's PISA, TALIS and AHELO programmes, are generating a debate about the criteria which should be used to assess the quality of education in each country. This debate is particularly important currently because the OECD has launched a pilot programme, PISA for Development. The programme involves inviting five pilot countries from the developing world to use past PISA questionnaires for 15 year olds to evaluate their attainment levels in the three literacies of mathematics, science and reading. OECD has said that there will be no performance tables. The OECD's opening statement to its summary of PISA 2012 raises a powerful question:
- "What is important for citizens to know and to be able to do? That is the question that underlies the world's global metric for quality, equity, and efficiency in school education..."*  
(PISA) (OECD 2013)
36. EI believes that, while PISA may indeed be what OECD claims, governments need to understand that just three literacies, important as they are, cannot represent the full picture of the quality and equity of education systems in each country. Either way it is essential that Governments recognise that, both for developing and developed countries, the current PISA assessments cannot evaluate the full importance and impact of schools in shaping stable, civilised societies. PISA's Strategic Development Group went some way to rectifying this by proposing that PISA's assessments be extended to cover intercultural understanding, ethical conduct and social skills as well as foreign language, writing and listening, visual, creative, and musical skills.
37. There is an argument for governments attending the Summit to fund a wider range of assessments in PISA and to include teacher unions at country level in the debate on how to evaluate and improve the capacity of schools to enhance their pupils' social awareness and creative abilities, as well as achievement in the current three PISA literacies. Given the EFA's proposed reform there is also an argument for evaluating teacher policies in developing countries, along the lines of TALIS.
38. EI also urges OECD member countries, and key global organisations such as UNESCO and the UN, to come together to debate the key features of what should define quality and equity in school systems. An equal partner in those discussions should be the teaching profession itself, represented through EI and its affiliated unions, as it is at the International Summits.
39. This debate is particularly important at the International Summit. It is not possible to identify all of the factors which need to be in place to compensate for the absence of consistent cross-school support, critical reflection and co-ordination. There are, however, several principles which emerge from the debate. Highly developed education systems mean, in effect that governments have sole overall control of the quality and administration of their education. Although the levers for securing quality and equity may only exist in a limited form at national level they are often powerful levers which include decisions on school funding formulae, the nature and outcomes of quality evaluation and school closure.
40. Indeed those levers may include requiring outsourcing to the private sector. In this system schools have fundamental powers but solely in relation to the nature and quality of the education which they offer in their own premises. Individually they cannot influence the systemic decisions which affect them. In this situation there is a systemic imbalance. Governments can have too much power in operating key levers but, ironically, are unable to secure equity, inclusion and quality at school level through positive programmes such as giving teachers equity of entitlement to professional development. The only measures governments have in these circumstances are punitive ones, such as sanctions, yet

they are the worst way of improving a system. They create submissiveness, timidity and resentment at school level and inhibit confidence and creativity.

41. In contrast there are a number of systems where national governments have little or no leverage on securing quality, equity and inclusion, punitive or otherwise. Regional and provincial administrations are responsible for their education systems. How to achieve a national systemic approach to securing equity, quality and inclusion is a key question in these cases given that quality of education may vary between administrations within the same country.
42. The key principle which emerges from the first example is that, where there is no pluralism, democratic involvement and social dialogue at a middle tier level, the importance of having such dialogue at national level increases. National structures need to be created which enable the teaching profession to have a voice and a genuine influence on policy making with governments. This is essential for achieving equity and inclusion within high quality education. In short, while it is vital that governments understand that they have to engage constructively with teacher unions at national level, this imperative is magnified significantly in highly devolved systems. The EI/TUAC survey illustrates that there is some way to go on all sides in realising this understanding although there are a number of countries that have established meaningful structures for social dialogue.
43. The principle that emerges from the second example is that national governments and teacher unions, because they are organised nationally, have a common interest in securing equity and inclusion for children and young people. They also have a common interest in ensuring that teacher policies enhance the self-efficacy, confidence and effectiveness of teachers. While it is essential for teacher unions and governments to engage constructively at regional/provincial level, it is also vital that there is an equally positive relationship between unions and national governments. Teacher unions can be powerful and positive partners in educational reform at regional/provincial/state level precisely because of their national knowledge and experience.
44. The third principle which emerges is that in highly devolved systems there have to be national programmes and standards, particularly in relation to policies on teachers. EI welcomes the section on school admissions in the OECD Background Document. In fact it would go further. Without a national approach to school pupil admissions which intervenes to enable all parents, irrespective of their socio-economic backgrounds, to have equality of access to schools, there is little chance of providing a high quality education for all children and young people. For this reason it is vital that school evaluation systems are developmental rather than regressive. Punitive systems pressurise parents who have the ability to do so, to manipulate admissions systems if they believe that the schools, to which they are expected to send their children, have been categorised as failures.
45. There are a number of issues arising from the funding of schools in a devolved system. It is much more difficult to ensure that funding is distributed equitably between schools. The tax base of poor and rich communities is very different. It is not possible to ensure an equitable education system where funding of schools is reliant on local tax revenues. There must be equity in per pupil expenditure. Funding formulae which follow nationally determined common rules and which both recognise the need for all schools to have equity of funding and the need for additional funding for children with additional needs are necessary, not only for government distributed education funding, but for locally raised funding.
46. As indicated earlier, there should be a national approach to teacher training and to core aspects of teacher policy. This should also involve a partnership with schools and universities. There should be a national approach to professional development which involves teacher unions in its development and implementation. Teacher union provided professional development is often the most effective. National programmes are also vital where systemic inequities have to be addressed. Partnership with teacher unions is vital in all of those situations.
47. There is a wide ranging debate about local democratic involvement in education. That is not the focus of this Summit but could

possibly be in the future. This Summit is about the relationship between teacher policy, equity, inclusion and the way in which education systems are organised. The New Zealand Education System is well known globally for its Iterative Best Evidence Synthesis Programme which argues for systemic interventions based on good practice which have been proved to work. It also argues that stakeholder involvement in interventions is essential. Interventions cannot work without a system wide approach to teacher policy. Neither are they likely to work without the teaching profession and the proactive involvement of their professional organisations, the teacher unions.

## IN SUMMARY:

1. For all children and young people to receive high quality education, governments must be committed to all school-aged young people being taught by high quality teachers.
2. In highly devolved education systems teacher unions have a vital role in maintaining the coherence and quality of the teaching profession. It is essential, therefore, that teacher unions are involved in planning and implementing education reforms and in the development of teacher policy.
3. There is evidence that the majority of OECD member governments only engage teacher unions partially in education reform.
4. Strategies for attracting teachers to schools with the greatest need include: providing sufficient learning resources, creating a teaching workforce which reflects students' demography, preparing teachers to work in disadvantaged schools, providing mentoring and coaching on an ongoing basis, improving working conditions, introducing financial incentives as part of teachers' career structures, providing attractive ongoing career possibilities, providing professional development which addresses diversity issues, and guaranteeing effective employment conditions and job security.
5. The needs of children from disadvantaged and diverse backgrounds should be at the core of teachers' initial teacher training and continuing professional development.
6. There should be a national system of initial teacher training, which is part of a continuum of education for all teachers involving schools, teacher unions and universities.
7. Integral to the theory and practice of initial teacher training should be an understanding of the causes and impact of socio-economic disadvantage and how school communities can confront their effects on children's self-esteem and learning.
8. Governments should recognise that teacher unions are often the most effective.

- tive professional development providers and should fund unions to provide professional development.
9. The teaching profession should set teaching standards and should have representative structures for that purpose.
  10. An integral part of teacher training should be a focus on enhancing teacher leadership.
  11. There is no proven relationship between performance related pay and student achievement. It is particularly divisive in schools with the greatest needs. Instead teachers should have enhanced career opportunities alongside improved working conditions.
  12. Staffing levels should enable the creation of small student groups and one-to-one tuition without increasing overall class sizes.
  13. Teachers in all schools should be involved in the formation of evaluation policies.
  14. At the centre of evaluation policies should be school self-evaluation based on the principles of trust and honesty.
  15. Schools should be trusted to develop their own curricula and assessment policies based on broad national frameworks.
  16. Schools, democratically accountable middle tier bodies and teacher unions, and not private companies, should provide external support to schools. Teachers' career structures should include sharing expertise in their own and in other schools.
  17. The development of properly resourced full service community schools should be considered.
  18. International education evaluations such as PISA should cover a wider range of themes including social awareness and creative abilities. Global organisations should come together to debate the key features of what should define quality and equity in school systems. Teacher unions should be an equal partner in those discussions.
  19. National structures with government should be created to enable the teaching profession to have a voice and genuine purchase on policy making with governments.
  20. There should be an education system wide approach to school admissions.
  21. In highly devolved systems schools cannot rely on funding from the differential tax bases of local areas. To ensure equity and funding children with additional needs across the system, there should be funding formulae shaped by national guidelines and which recognises the needs.

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*As the global union federation representing 30 million education personnel across 392 nationally affiliated unions in 172 countries around the world, Education International is proud to acknowledge the contribution of teachers and their unions to deliver high quality publically funded education for all from early childhood to higher education.*



**UNITE FOR QUALITY EDUCATION**  
Better education for a better world



## Unite for Quality Education Conference Montreal 26-31 May 2014

On 4 October 2013, Education International (EI) launched its Global Action Year "Unite for Quality Education – Better Education for a Better World" in Paris and New York.

Through this initiative, EI and its member organizations calls for the achievement of the highest quality of education for all in each country, and for quality education to remain at the top of the agenda for a sustainable, peaceful and prosperous future, including the post-2015 development agenda.

The Unite for Quality Education Conference is the middle point of the action year and aims to provide an opportunity for EI member organisations, and organisations with a similar commitment to quality education, to join forces in support of quality education for all with quality teachers, tools and resources and safe and supportive teaching and learning environments at its core. The conference is organised in collaboration with the UN Secretary General's Education First Initiative (GEFI) and UNESCO.

The Conference is expected to attract around 350 delegates from representatives of EI member organisations in 171 countries, education partners, including OECD, UNESCO, GEFI, GCE and other UN agencies and civil society organisations.

**Unite for Quality Education Conference**

Montreal, Canada

26 – 31 May, 2014

***[www.unite4education.org/conference](http://www.unite4education.org/conference)***



**UNITE FOR QUALITY EDUCATION**  
Better education for a better world

Every picture tells a story. For all young people to learn they must be taught by qualified teachers. Quality education depends on qualified teachers. There is no substitute.

This year International Summit on the Teaching Profession sponsored by the New Zealand Government, Education International and the OECD confirms this. Quality education eliminates poverty, fosters prosperity and promotes confident citizens.

Education International's Unite for Quality Education campaign focusses the voices of young people and their teachers to achieve these goals.



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