

Successful Education Reform and the Power of Leadership

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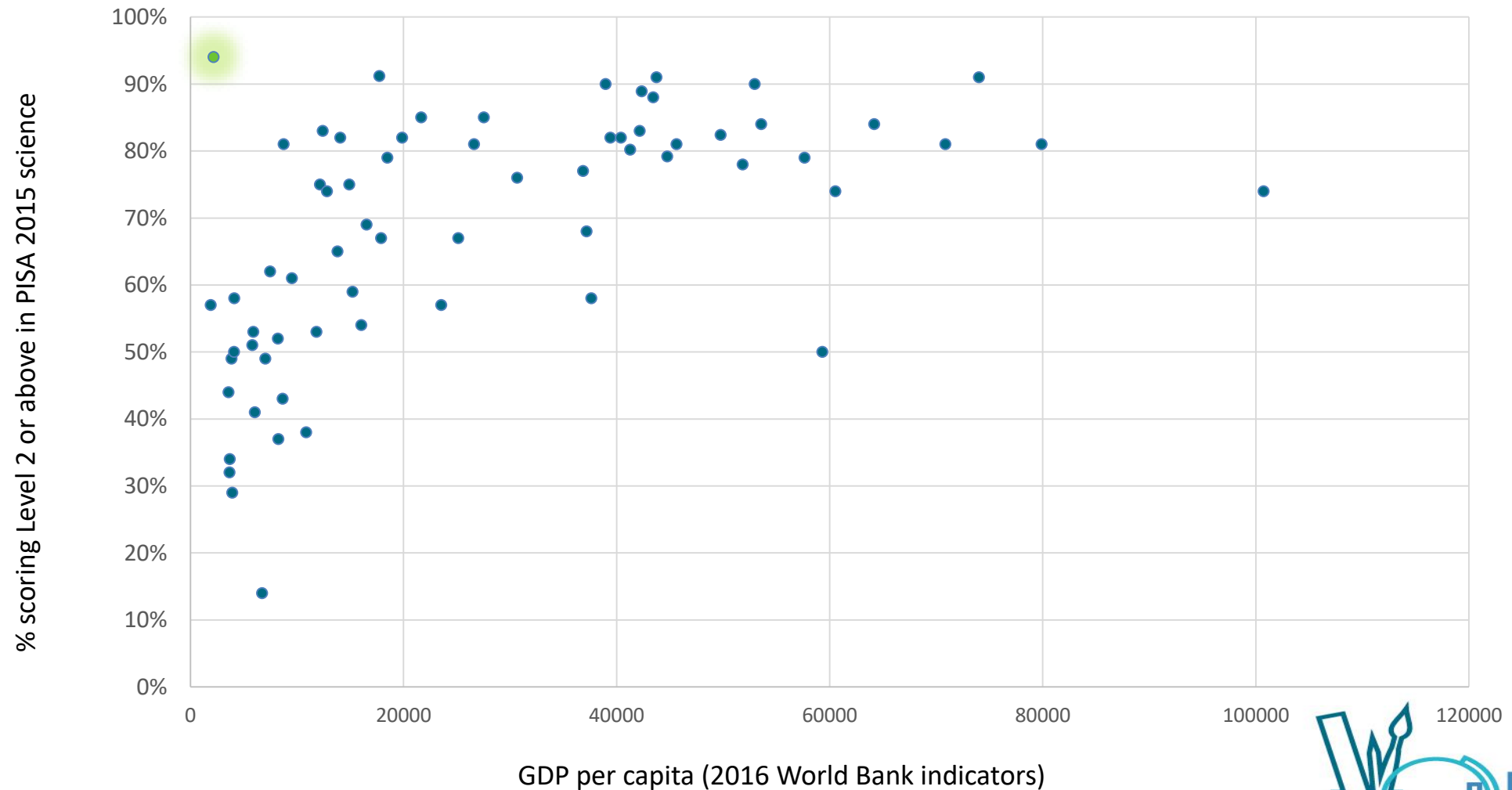
Education Development Trust is an international not-for-profit organisation with an exclusive focus on education



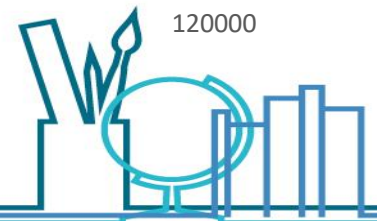
We undertake research on “what works” in education and we work with governments and schools worldwide to design and deliver effective education improvement



Programme for International Student Assessment (PISA) Science 2015



OECD. (2016). PISA 2015 results: excellence and equity in education (Volume I). Paris: PISA, OECD



Young Lives assessment of grade 5 students:

‘Pupil performance in Vietnam is truly exceptional. Around 19 out of every 20 ten year-olds can add four-digit numbers; 85% can subtract fractions and 81% are able to find x in a simple equation.’



Five promising practices in Vietnam

Consistent and
persistent policy

Strong
accountability

Quality teaching

Instructional
leadership

Parental
partnership



Consistent and persistent policy priorities sustained over many years

- Investing in public kindergartens
- Engaging teaching methods
- Improving the pre-service training requirements for teachers at all levels of the school system
- Addressing the gap between majority and ethnic minority groups



Implementing policy: a highly effective middle tier

- The system is both 'top down' and 'bottom up'
- Support comes from district and provincial authorities
- MoE receive honest and quick reports of issues
- School principals are the managers and key interface between the school community and the middle tier
- There are strong systems in place for both in-school and external scrutiny of the work of professionals



Parents are encouraged by the government to play a part in school governance and the daily life of the school

- Government regulations insist on parental partnership - Parent Board at every class level
- Encourage two-way communications AND accountability



Instructional leadership in action...

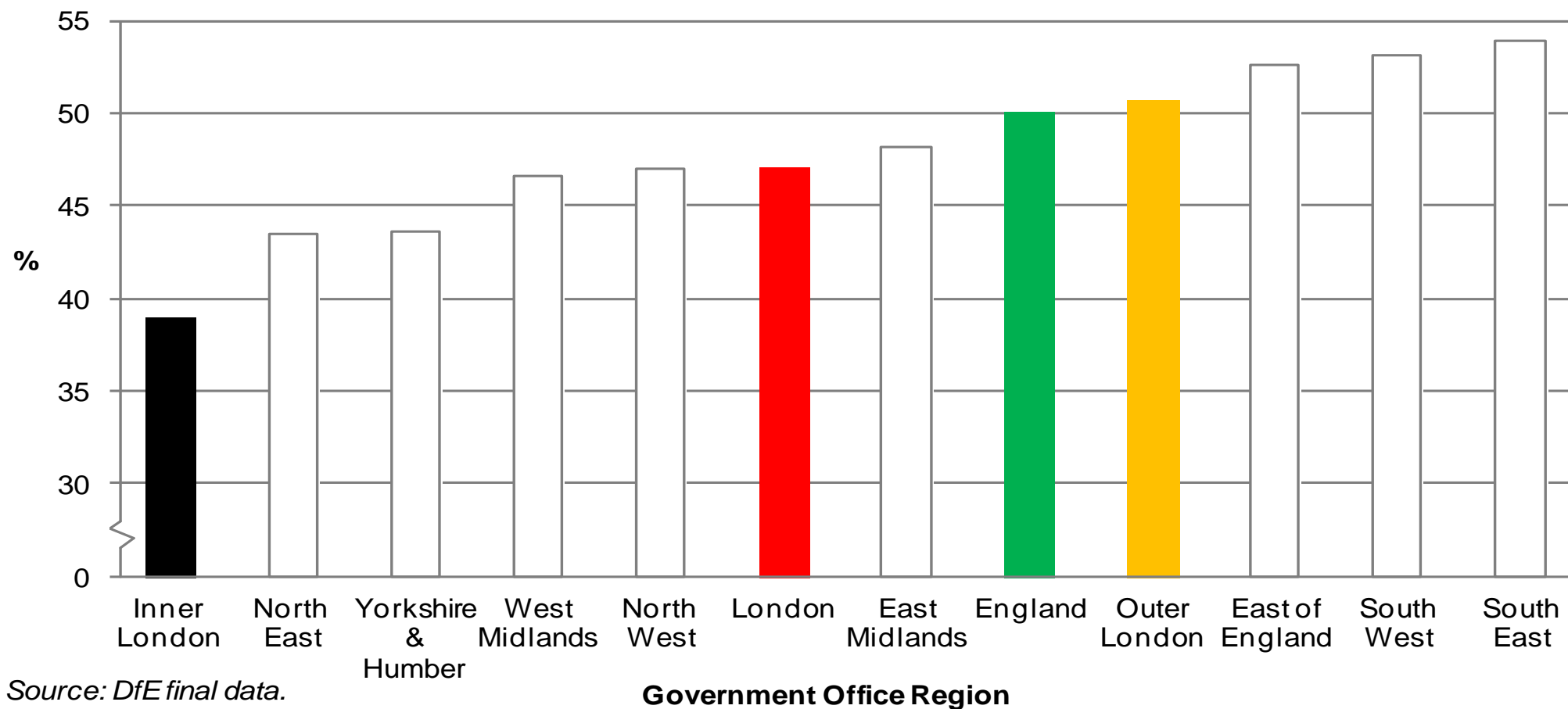
Typical day of a primary school headteacher in Hanoi

| | |
|----------------|--|
| 07.15: | I reach the school |
| 08.00- 09.00: | Checking the conduct of teaching and learning activities in classes, on the ground, and subject rooms |
| 09.00 – 09.20: | Reading incoming letters/ documents /circulars, scheduling for relevant activities |
| 09.40 – 10.00: | Working with accounts on income and expenditure, approving relevant statements of income and expenditure |
| 10.00 – 11.00: | Approving outgoing circulars, discussing business with relevant departments within the school, i.e. management board, general affairs executive, administrative office, security and cleaning staff... |
| 14.00 – 15.00: | Checking the conduct of educational activities taking place in school |
| 15.20 – 16.00: | Reading incoming letters and scheduling for relevant activities |
| 16.00 – 17.00: | Checking the conduct of teaching and learning activities taking place in the school |



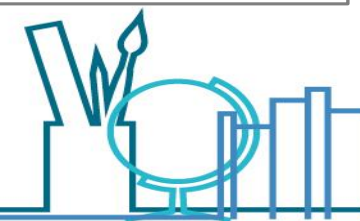
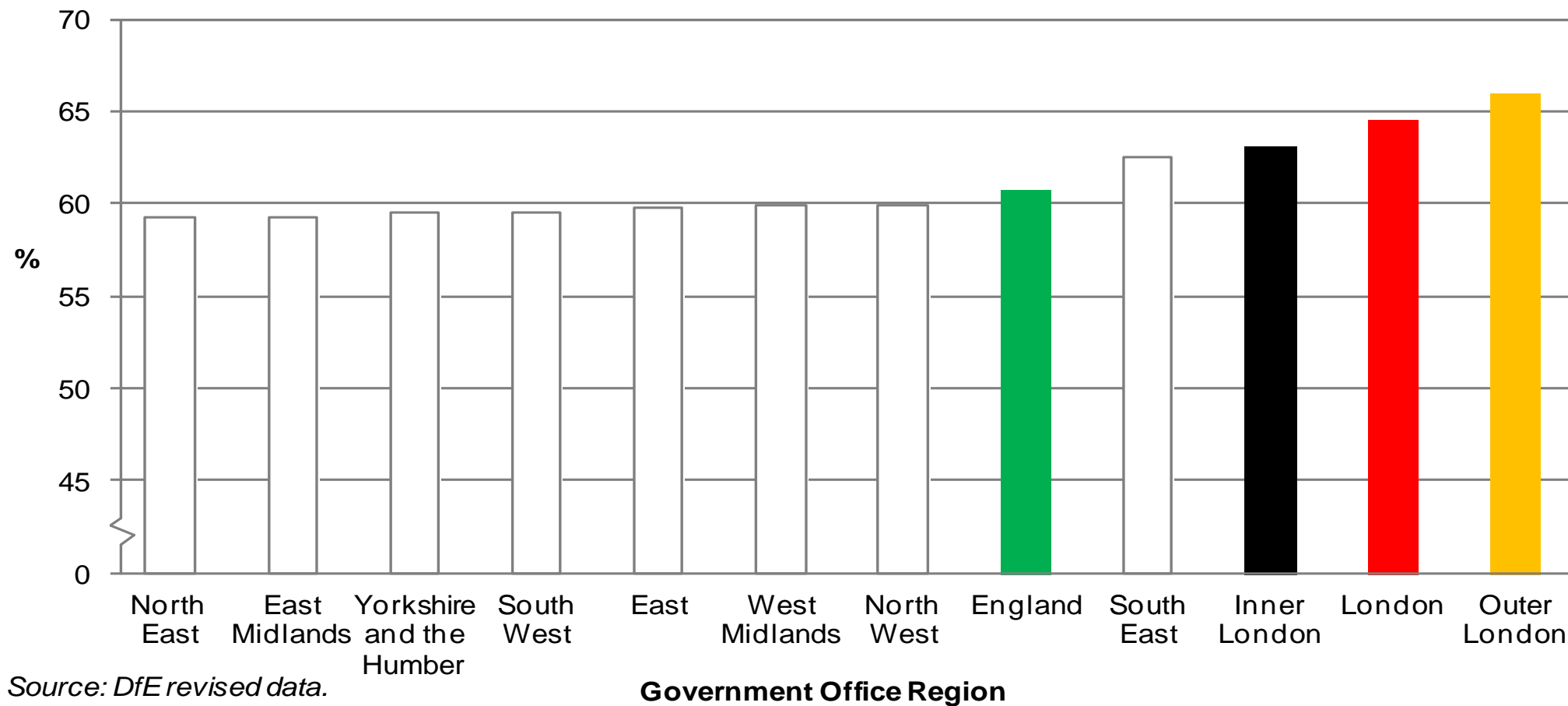
Key Stage 4 - 2001

Proportion of pupils achieving 5 or more good GCSEs

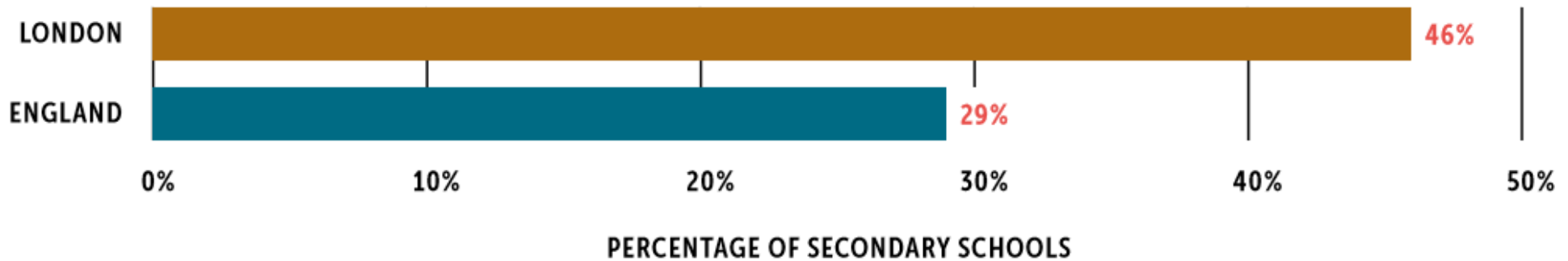


Key Stage 4 - 2013

Proportion of pupils achieving 5 or more good GCSEs including English and mathematics



Ofsted judgements of percentage of school leadership considered 'outstanding' in 2017



Why did London schools improve so dramatically?



Five promising practices in London

Enhanced levels of
data literacy

Instructional
leadership

New networks for
professional
learning

Consistent and
persistent policy

Parental
partnership



Consistent and persistent policy priorities sustained over many years

- **The London Challenge:** a successful school improvement programme for target schools
- **The academies programme:** new providers were allowed to take management control of previously failing schools
- **Teach First:** an innovative graduate teacher recruitment and training programme with a focus on the most disadvantaged schools



Continuous improvement

Our expert witnesses described how London reforms built capacity in the system creating momentum for continuous improvement



From London to Hanoi: The power of leadership

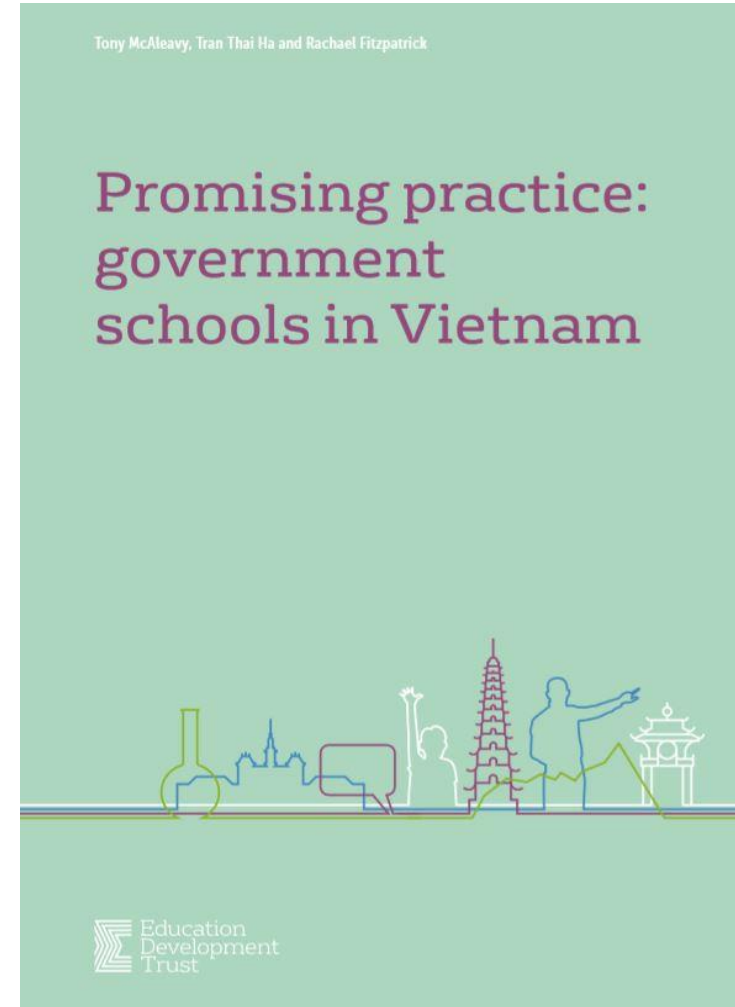


The power of leadership – key findings:

- Policymakers should be consistent and persistent about implementation
- Education professionals, benefit from a mix of accountability and support
- The best school principals are ‘instructional leaders’
- Parental partnership greatly enhances the chances of improved learning outcomes



Our evidence-informed research



www.educationdevelopmenttrust.com