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Table 8.1 Mean scores for reading overall

	Mean	Scotland	Northern Ireland	England	Wales
Scotland	500	–	NS	NS	S
Northern Ireland	499	NS	–	NS	S
England	495	NS	NS	–	S
Wales	476	S	S	S	–

S = significantly different   NS = no significant difference

From PISA 2009: Achievement of 15-year-olds in Wales
Jenny Bradshaw, Rob Ager, Bethan Burge, Rebecca Wheater

Table 8.9 Mean scores of boys and girls in reading

	Overall mean score	Mean score of boys	Mean score of girls	Difference
England	495	482	507	25*
Northern Ireland	499	485	513	29*
Scotland	500	488	512	24*
Wales	476	462	490	27*
OECD average	493	474	513	39*

* statistically significant difference

From PISA 2009: Achievement of 15-year-olds in Wales
Jenny Bradshaw, Rob Ager, Bethan Burge, Rebecca Wheater

Table 8.11 Mean scores for mathematics

	Mean	Scotland	England	Northern Ireland	Wales
Scotland	499	–	NS	NS	S
England	493	NS	–	NS	S
Northern Ireland	492	NS	NS	–	S
Wales	472	S	S	S	–

S = significantly different   *NS = no significant difference*

From PISA 2009: Achievement of 15-year-olds in Wales
Jenny Bradshaw, Rob Ager, Bethan Burge, Rebecca Wheater

Table 8.13 Percentages at PISA mathematics levels

	Below level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	%	%	%	%	%	%	%
England	6.1	13.7	24.8	27.5	18.0	8.2	1.7
Northern Ireland	6.5	14.9	24.6	24.9	18.9	8.5	1.8
Scotland	6.2	13.5	23.5	25.5	18.9	9.1	3.2
Wales	8.4	17.9	28.4	26.1	14.3	4.4	0.6
OECD average	8.0	14.0	22.0	24.3	18.9	9.6	3.1

From PISA 2009: Achievement of 15-year-olds in Wales
Jenny Bradshaw, Rob Ager, Bethan Burge, Rebecca Wheater

Table 8.14 Mean scores of boys and girls for mathematics

	Overall mean score	Mean score of boys	Mean score of girls	Difference
England	493	504	483	21*
Northern Ireland	492	501	484	17*
Scotland	499	506	492	14*
Wales	472	482	462	20*
OECD average	496	501	490	12*

statistically significant difference

From PISA 2009: Achievement of 15-year-olds in Wales
Jenny Bradshaw, Rob Ager, Bethan Burge, Rebecca Wheater

Table 1 Relative income comparisons

	England	Scotland	Wales
Percentage poor	33%	28%	31%
Percentage rich	15%	14%	13%

Source: FACS 2005

Note: 'Poor' means family equivalent income after housing costs is less than 60% of the mean country equivalent income. 'Rich' means family equivalent income is greater or equal to 1.5 times the mean country equivalent income. Equivalent income has been modified using the OECD equivalence scale. However, it is possible that year-on-year estimates using FACS data are volatile. T-tests employing weights from the FACS show that these figures are statistically different from zero across all countries at the 95% level.

ANDY HARGREAVES • DENNIS SHIRLEY

The
FOURTH
WAY

The Inspiring Future
for Educational Change

ANDY HARGREAVES • DENNIS SHIRLEY

THE
GLOBAL
FOURTH
WAY

The Quest
for Educational
Excellence

A JOINT PUBLICATION

CORWIN

ONTARIO PRINCIPALS' COUNCIL

learning forward

Independence

Invention

Discontent is the first necessity of progress.

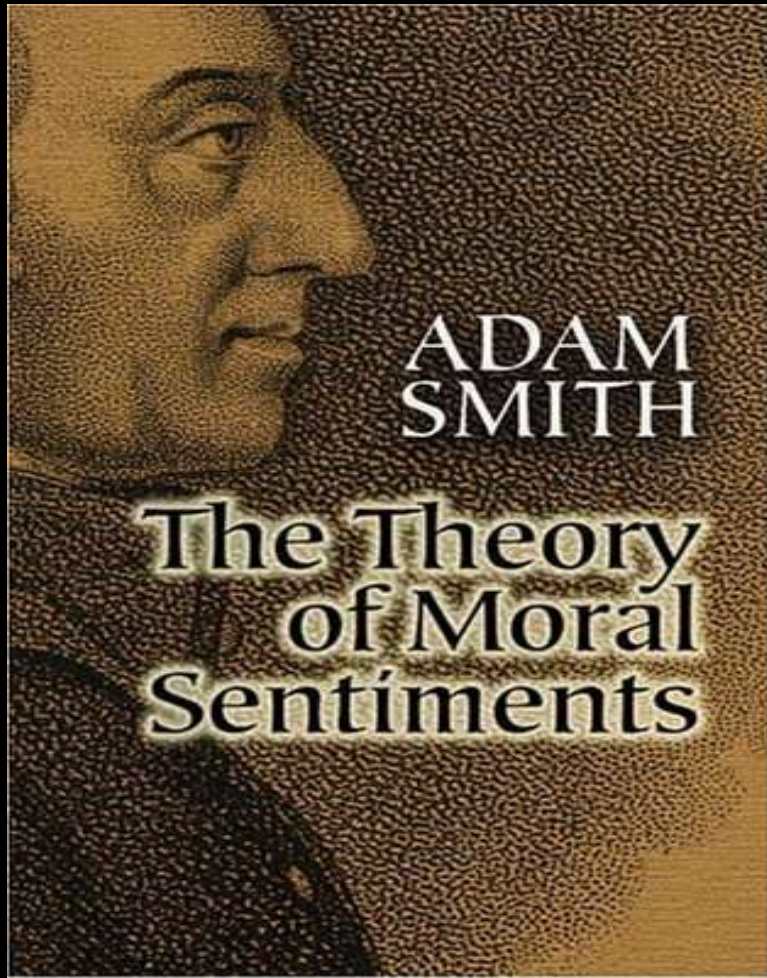Genius is one percent inspiration and ninety-nine percent perspiration

Thomas Edison

Industry & Perseverance

"Final perseverance is the doctrine that wins the eternal victory in small things as in great"

Muriel Spark, *Memento Mori*

Justice and Sympathy

How selfish soever man may be supposed, there are evidently some principles in his nature, which interest him in the fortune of others, and render their happiness necessary to him, though he derives nothing from it, except the pleasure of seeing it.

Learning

The three lower rooms will be thrown open for the use of the adult part of the population, who are to be provided with every accommodation requisite to enable them to read, write, account, sew or play, converse or walk about. Two evenings in the week will be appropriated to dancing and music.

Robert Owen, 1816

Leadership

Six Ways of Excellence

Eradicate Inequity

Teacher Autonomy

No High Stakes Testing

Many Kinds of Achievement

Shared Professional Practice

Measure Staff Wellbeing

Six New Ways

Narrow the Gap to Raise the Bar

Collective responsibility for results

No High Stakes Testing

Many Kinds of Achievement

Shared Professional Practice

Measure Staff Wellbeing

1. Narrow the gap to raise the bar

From 19% unemployment to being the world's leading knowledge economy.

(AFP PHOTO/FILE)

Improving School Leadership

VOLUME 2:
CASE STUDIES ON SYSTEM LEADERSHIP

Edited by Beatriz Pont, Deborah Nusche, David Hopkins

School leadership for systemic improvement in Finland

A case study report for the OECD activity Improving school leadership

by:

Andrew Hargreaves, Rapporteur

Gábor Halász

Beatriz Pont

December 2007

From shared practice to……..

2. Collective responsibility for results

Leading for All

Principal Investigators:
Andy Hargreaves and Henry Braun

The Code Special Education Project

Key Components of Education for All

- ✓ Universal Design
- ✓ Differentiated Instruction
- ✓ Assessment *For*, *Of*, and *As* Learning
- ✓ Literacy and Numeracy
- ✓ Professional Learning Communities
- ✓ Assistive Technology

The Duality of Inclusion

Inclusive:

Populations and Outcomes

Inclusive:

Participation in Change

James Ryan: Inclusive Leadership

Collective Responsibility

Not individual CPD

From *my students* and *my school,*

To *our students* and *our schools*.

Writing Results of Special Needs Students in the Public boards

Gaps in percent proficient in writing between non-identified and identified students for the Public boards
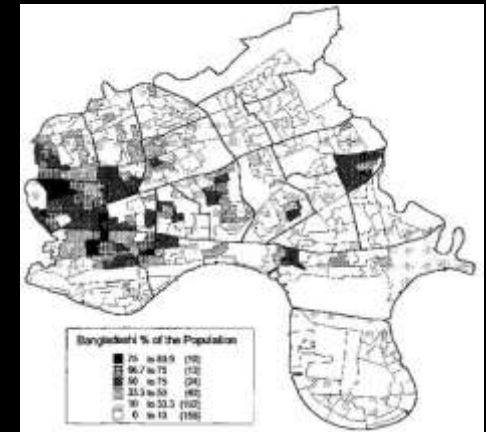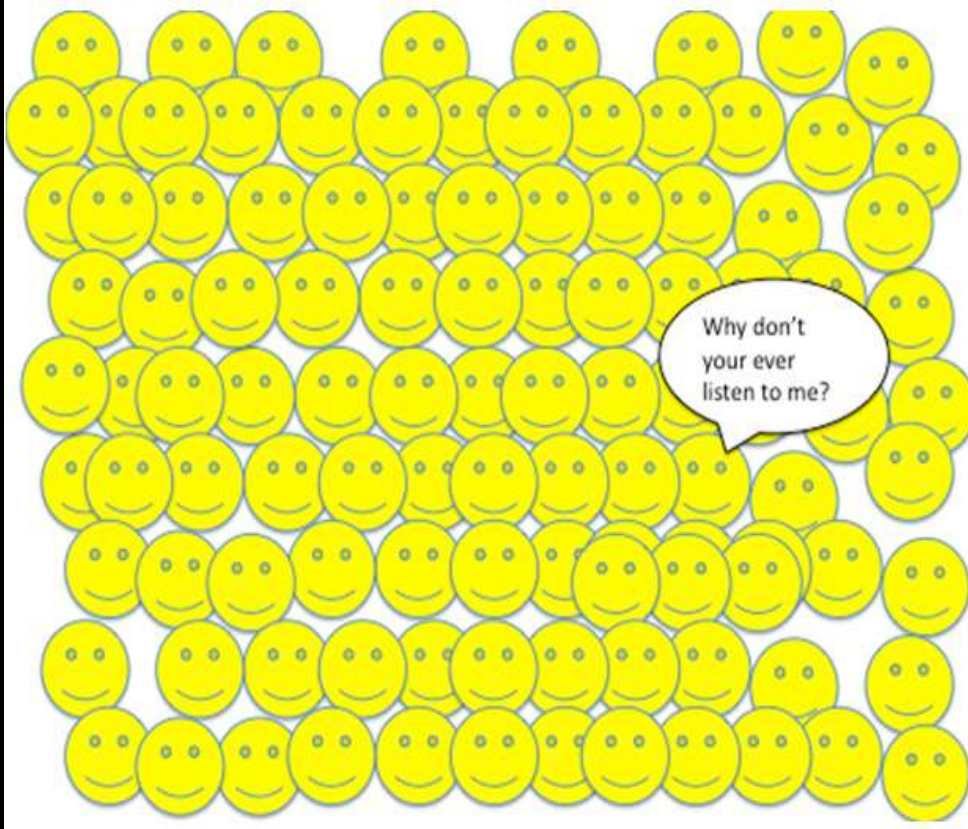
4. Lead from the Middle

Ontario Architecture

- ✓ Central Steering
- ✓ Subsidiarity & Flexibility
- ✓ 3rd Party Management, Mentoring & Monitoring
- ✓ All-play Participation by 72 Boards
- ✓ Identical Funding: $250k per Board per yr X 3 yrs
- ✓ Networking of strategies, practices and outcomes
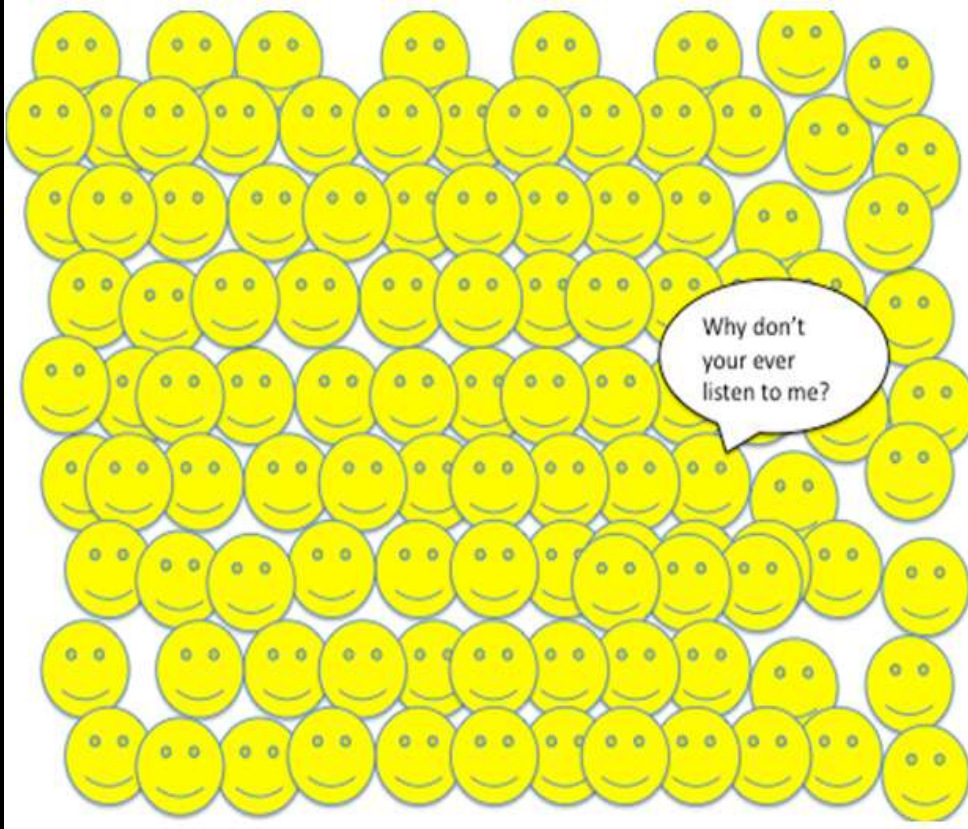- ✓ Transparency of participation and results.

Tower Hamlets

Leading from the Middle

Effective change is not only led from the top or the bottom. Much of it is led from the middle.

Leading from the Middle

Schools work with schools…….

Districts work with districts…….

Responding to local diversities.

Local Responsiveness to Diversity:

Local responsiveness to a range of diversities improves implementation.

5. Innovation, Improvement & Inquiry

Innovation & Improvement

Improvement:

Doing something better

Innovation:

Doing something new

The Learning Mosaic:

A multiple perspectives review of the Alberta Initiative for School Improvement (AISI)

There's nothing wrong with failure, as long as we learn from it.
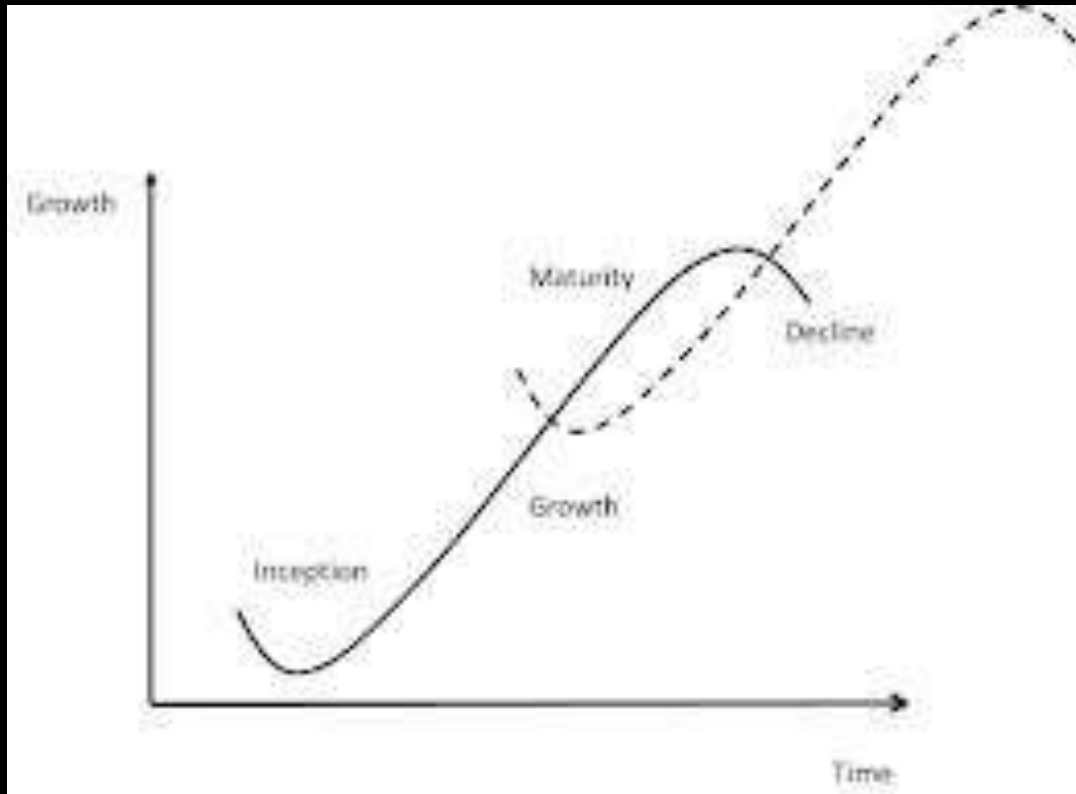*So be brave. Be creative. Be bold.*

Dave Hancock, Alberta's Minister of Education, 2008 -2011
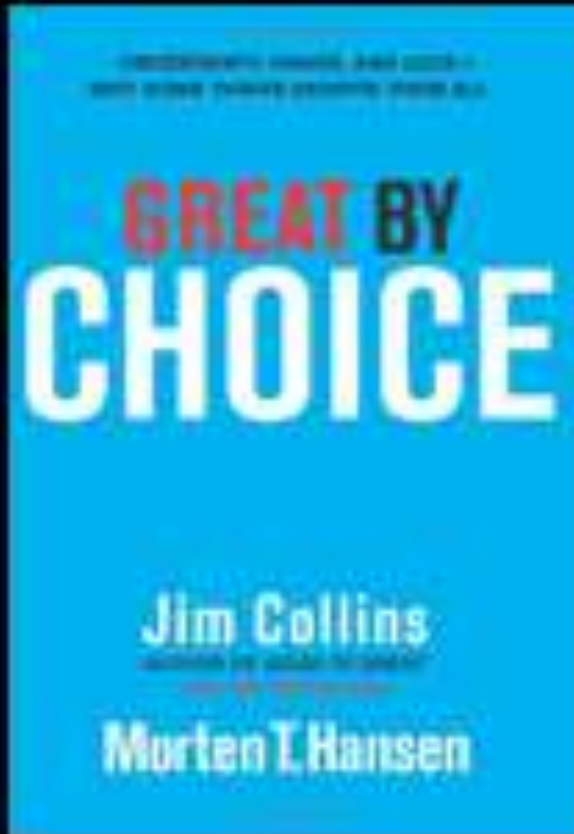
McKinsey & Co

Innovation can only be indulged after improvement has been achieved.
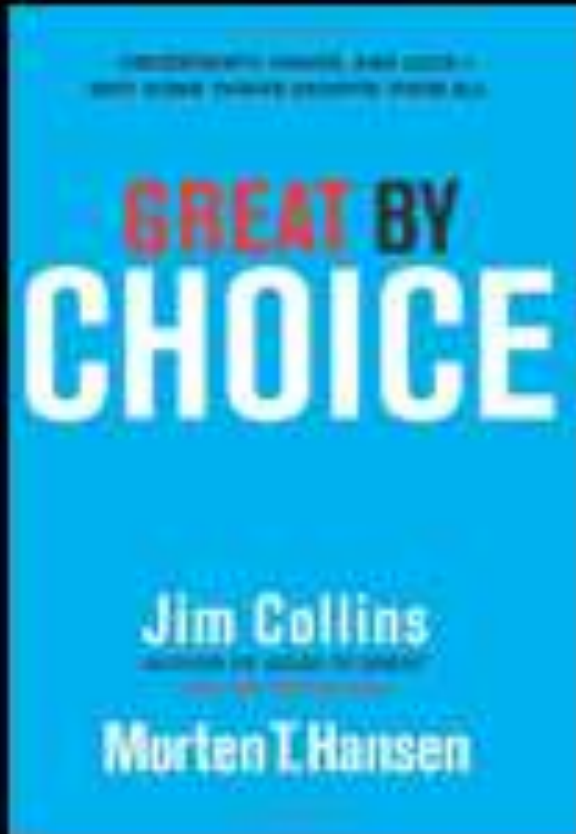
Charles Handy

Innovation must be initiated before improvement peaks.

Jim Collins

The great task is to combine creative intensity with relentless discipline, so as to amplify the creativity rather than destroy it

Jim Collins

Discipline is consistency of action – with values, long-term goals, performance standards, and over time.

Discipline is not the same as regimentation, measurement, hierarchical obedience or adherence to bureaucratic rules.

The only true discipline is self-discipline.

Evidence-Informed Improvement:

Best when it…

- Promotes deep conversations.
- Connects to instruction through pd
- Uses a wide variety of assessments
- Draws on mature data systems
- Provides time for analysis

Evidence-Informed Improvement

Be Sure to Avoid:

Data-Driven
     Distractions
The Red-Green
     Show
Unbalanced
     Scorecards
Indicators that are
     too few or too
     many

Collaborate with Competitors

Paving the Fourth Way:
The Singapore Story

Written & Edited by:
Assoc Prof Ee Ling Low
Jennifer Joseph
& Secretariat Team
Joy Atienza
Sharon Chng
Chenri Hui
Audrey Lam

From a series of "small tin sheds" to a global economic leader in a single generation.

Mindful Uses of Technology

The teacher matters more than the mouse

Incessant Communication

Know your people

Hear the weak signals

Talk & listen regularly

Interchange roles

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