

**THE OECD SEMINAR FOR NORWEGIAN LEADERS IN EDUCATION IMPROVEMENT, ONTARIO, CANADA  
(7-10 JUNE 2011)**

**ORGANISED IN COLLABORATION WITH THE HARVARD GRADUATE SCHOOL OF EDUCATION AND THE  
ONTARIO INSTITUTE FOR STUDIES IN EDUCATION**

**AGENDA (JUNE 1, 2011)**

**PURPOSE AND SUMMARY OF THE SEMINAR**

The purpose of the Seminar is to support the Norwegian Ministry of Education in improving lower secondary education by focusing on effective policy and implementation strategies. By visiting Ontario, an education system that has made successful improvements, participants will learn about effective policies and practices as implemented by the Ontario ministry and be able to extrapolate to inform Norway's own policy design and implementation strategy.

The seminar will focus on two critical areas identified in the OECD-Norway review on lower secondary education:

1. **Implementation:** How the Ministry can more effectively implement policies that will improve lower secondary outcomes directly, and primary and secondary schooling more generally;
2. **School improvement strategies:** How the Ministry in collaboration with different actors, including municipalities and schools, can improve lower secondary instruction through on-going school improvement strategies.

Participants will meet with Ontario Ministry officials and relevant stakeholders, visit selected school boards and schools and work with Harvard GSE professors in facilitated teams to craft an improvement plan for Norway. The plan will be developed based on lessons learned from Ontario, from the *Norwegian White Paper on Quality in Lower Secondary Education*, the OECD report *improving lower secondary schools in Norway*, and readings selected by the seminar faculty.

The Seminar is organised by the OECD in collaboration with the Ontario Institute for Studies in Education (OISE), and the Harvard Graduate School of Education. Faculty will include: Nancy Hoffman, Harvard GSE, Jobs for the Future, United States; Richard Elmore, Harvard GSE; Ben Levin, OISE; Robert Schwartz, Harvard GSE; Paul Reville, Harvard GSE and Massachusetts Secretary of Education. Also contributing to the Seminar from the OECD-Norway Steering Group are: Beatriz Pont (OECD); Diana Toledo Figueroa (OECD) and Dennis Shirley (Boston College, United States). Site visits will be made in groups of no more than 12 people, but all groups observe the same elements agreed previously among participants. An OECD expert and a tutor from the country visited accompanies each group.

## AGENDA

Tuesday, June 7, 2011

### Governance and implementation: Setting the stage for improved instruction

- Objective day 1**
- Understanding of the purpose of the Seminar
  - Prepare for site visits
  - Participants define clear objectives and actions for Norway

**8:00-8:15** Welcome Greetings Room 8-170

**8:00-9:30** Welcome session:

- An introduction to the purpose and objectives of the Seminar, OECD
- Lower secondary reform in Norway: White paper and OECD recommendations
- Introductory round by participants
- Expectations and roles during Seminar

*Presenters: Beatriz Pont, OECD, Nancy Hoffman, OECD-Norway Steering Group, Barbara Bodkin, OISE*

**9:30-10:30** Understanding Ontario's school improvement history and strategy:

*Presenters: Robert Schwartz, Academic Dean and Professor, Harvard Graduate School of Education interviews Ben Levin, Professor, Theory & Policy Studies in Education, OISE*

- Question & answer session

**10:30-11:00** Coffee break

**11:00-12:30** Guidance and direction at the provincial level:

What does the Ministry of Education do to foster improvement in Ontario? Themes will include:

- Promotion of student success
- Capacity building
- Development and implementation of school effectiveness framework
- School and system leadership development strategy

*Presenters: Marg Connor, Director, Leadership Development Branch; Laurie Pedwell, Education Officer, Leadership Development Branch; and Mary Jean Gallagher, Chief Student Achievement Officer and Assistant Deputy Minister, Student Achievement Division*

**12:25-13:30** Welcome: Dean of Ontario Institute for Studies in Education - Professor Julia O'Sullivan  
LUNCH at OISE

**13:30- 14:30** Keynote, A focus on implementation: Starting to think about an implementation strategy for Norway: What are the key elements?

*Presenter: Ben Levin, Professor, Theory & Policy Studies in Education, OISE*

**14:45-17:30** Team work: Rooms 8-170, 8-180, 8-200, 8-201

- Coffee break**  
**15:45-16:15**
- Resources and structures for instructional improvement
  - What are organisational priorities, instructional improvement goals and challenges to implement them at Ministry/Directorate level?
  - Agree on the key questions to be analysed during site visits

**DINNER ON YOUR OWN**

Wednesday, June 8, 2011

From policy to practice: the role of key players for improved instruction

- Objective day 2**
- Understanding role of different stakeholders in education policy process
  - Participants define the role of different actors and how each will contribute to the different objectives defined on day 1.

**8:00-11:00** **School visits:** *Allan A. Martin Public School; Bristol Road Middle School; Fairwind Senior Public School, all located at the Peel District School Board*

- a) Implementation at the school level: leading for instructional improvement
- b) Meetings with principal, teachers and students

**11:15-12:15** **Discussion with Peel District School Board senior staff**

What does Peel District School Board do to ensure programme initiatives are coherent and aligned for student success?

**Presenters:** *Tony Pontes, Director of Education Peel District and Dr. Shawn Mohnihan, Superintendent of Curriculum Instruction and Support Service, Peel District School Board*

**12:15-13:30** Travel back to OISE/Boxed Lunch

**13:30-14:30** **Keynote: Linking Schools Improvement and Leadership** **Room 8-170**  
**Presenter:** *Kenneth Leithwood, Professor, Theory & Policy Studies in Education, OISE*

**14:30-15:00** Coffee break

**15:00-16:45** **Team work** **Rooms 8-170, 8-180, 8-200, 8-201**

Teams will work to:

- Identify and define the roles of different actors in Norway focused on objectives

**16:45-17:15** **Discussion:** The role and contribution of the federations in Ontario to improved public confidence in education and improved student achievement

**Presenter:** *Rhonda Kimberly-Young, Secretary-Treasurer, Ontario Teacher's Federation*

**17:30-18:30** **A conversation: Building public will and sustaining public support for improvement**

**Presenter:** *Paul Reville, Secretary of Education, Massachusetts*

**19:00-20:00** **Dinner:** Intercontinental Hotel - The Portman Room

**Thursday, June 9**  
**Excellence in instruction at the school**

- Objective day 3**
- Participants understand how to detect good school instruction
  - Participants define what good instruction in Norway looks like and clarify the processes in and around schools to support good instruction.

**8:00-9:30**      **Keynote: Preparation for for school visits: Setting up “instructional rounds”**      **Room 8-170**  
**Presenter: Richard Elmore, Harvard Graduate School of Education**

**9:30-12:00**      **School visits: Henderson Avenue Public School; Johnsvieview Village Public School; Thornhill Woods Public School, York Region District School Board**

**12:00-12:30**      Travel back to OISE

**12:30-1:30**      Lunch at OISE

**13:30-14:45**      **Debrief of instructional rounds: Leading instructional improvement, top down and bottom up.**  
**Presenters: Richard Elmore, Professor Harvard Graduate Studies and Paul Reville, Secretary of Education, Massachusetts**

**14:45-15:00**      Coffee Break

**15:00-17:30**      **Team work**      **Rooms 8-170, 8-180, 8-200, 8-201**  
What did we learn and what is relevant for our school improvement strategy?

**18:00-20:00**      **Cocktail Reception: Intercontinental Hotel - The Portman Room**

**Friday, June 10**  
**Designing a coherent strategy for action**

- Objective day 4**
- **Participants finalise their action plan for Norway, by establishing the main lines for: desired outcomes, actors involved, timeline and follow up tools.**
  - **Conclusion of the Seminar.**

**8:00-10:00**      **Team work** **Rooms 8-170, 8-180, 8-200, 8-201**  
 Teams prepare conclusions for strategic implementation plan for Norway.  
 Each team will take one objective from day 1 and work to develop its specific action plan by defining: 1) what are the goals; 2) Actions needed; 3) role of different players; indicators to measure progress.

**10:30-12:30**      **Plenary session:** **Room 8-170**  
 Teams report back to plenary on each objective.  

- Rapporteurs and facilitators bring together weave together the action plan by joining the 4 objectives

**12:30-13:30**      Working lunch at OISE0

**13:30-15:00**      **Final Session, Next Steps in Norway:**  
 Bringing it all together: Finalise the strategic implementation plan and define roles and responsibilities of different players, Norway delegates, OECD.

**14:45-15:00**      Coffee Break

**15:00-15:30**      **Closing ceremony and distribution of certificates of participation:**  
 Bernard Hugonnier, Deputy Director, OECD Directorate for Education

**Team work during Seminar**

- The complete delegation will work together during plenary sessions and in smaller groups during team sessions.
- Four teams will combine different representatives working across the lower secondary policy chain. Each team will have a facilitator of the team sessions: Nancy Hoffman, Ben Levin, Paul Reville, Dennis Shirley, Beatriz Pont.
- In addition, each team will be supported by a Ph.D. student from OISE to understand the Ontario system and any practical arrangements that may require support.

**Site visits**

Site visits will be made in groups of no more than 12 people, but all groups observe the same elements agreed previously among participants. An OECD expert and a tutor from the country visited accompanies each group.

## STRUCTURE OF THE ACTION PLAN

The backbone of the action plan will have the following elements. Participants can start reflecting in this space on what they would like to propose:

Agreed Outcomes	What are the goals to be achieved? (list 3-4 goals)
Actions	What key actions would be required to implement these objectives? (list 1 or 2 per objective)
Actors	Who has to do what? (Ministry, directorate, unions, county, municipal levels)
Timeline	What should be prioritised and what different timings would you propose?
Delivery Chain	Monitoring progress for continuous improvement at each key level in system

## SELECTED BIOS OF SEMINAR FACULTY AND FACILITATORS

**Barbara Bodkin** is Director of Continuing Education at OISE. She was previously a teacher and principal and most recently, a Superintendent in a large school district with responsibility for implementation of all programs and assessments for students from kindergarten to graduation.

**Richard F. Elmore** teaches graduate students preparing for leadership roles in teaching and administration in schools at the Harvard Graduate School of Education.

**Nancy Hoffman** is VP and Senior Advisor of Jobs for The Future. She has held posts as academic services dean at Harvard Graduate School of Education and programme officer at the Fund for the Improvement of Postsecondary Education. She was a founder and faculty member of the College of Public and Community Service at the University of Massachusetts, Boston. At the University of Massachusetts, she also ran the Center for the Improvement of Teaching. Dr. Hoffman holds a B.A. and Ph.D. in comparative literature from the University of California, Berkeley.

**Ben Levin** holds a Canada Research Chair in Education Policy and Leadership at the Ontario Institute for Studies in Education. He is also a former deputy minister of education for the provinces of Manitoba and Ontario, Canada.

**S. Paul Reville** is the Massachusetts secretary of education, and, in that role, directs the executive office of education and works closely with the commonwealth's education agencies and the University of Massachusetts system while serving as a voting member of the governing board of all four state education agencies. He is the governor's top adviser on education and helps shape the state's education reform agenda, including the recent Achievement Gap Act of 2010.

**Robert B. Schwartz** is the academic dean and Francis Keppel Professor of Practice at the Harvard Graduate School of Education. He has played a variety of roles in education and government over the past four decades, including high school teacher and principal, foundation officer, and president of Achieve Inc. in Washington.

**Dennis Shirley** serves on the Scholars Forum of the Public Education Network, advises the One Square Kilometer of Education school improvement project of the Freudenberg Foundation in Berlin, and collaborates with the California Teachers Association on improving 480 schools in struggling circumstances. His work in education spans from assisting beginning teachers to designing and guiding large-scale research and intervention projects. He published *The Fourth Way*, in collaboration with Andrew Hargreaves. He holds a doctorate from Harvard University.

**Beatriz Pont** is Sr. Analyst on Education Policy Implementation at the OECD, where she has managed and contributed to education policy reviews in school improvement, leadership, equity, adult learning and adult skills. Previously she was a researcher on education and training at the Economic and Social Council of the Government of Spain and worked for Andersen Consulting. Beatriz has a B.A. in Political Science from Pitzer College, California, holds a M.Sc. in International Affairs from Columbia University, and was a research fellow at the Institute of Social Science in Tokyo University.

**Diana Toledo Figueroa** is Education Policy Analyst at the OECD in the area of policy implementation. Since 2007 she has contributed to several OECD projects, such as: the PISA 2006 Initial Report, TALIS, Education at a Glance, and the OECD-Mexico Project to Improve the Quality of Mexican Schools. Previously she also worked with the International Social Science Council (ISSC) and the International Council of Museums (ICOM) at UNESCO. Diana holds a Ph.D. in Development Socio-Economics and a M.Sc. in Comparative Development Studies from the EHESS, France, as well as a B.A. in Political Science from ITAM, Mexico.

## WHY ONTARIO, CANADA?

**An overall high performing system...:** In PISA 2009 (Statistics Canada, 2010), Ontario attained similar or higher average performance levels to those of Canada in the different domains and sub-domains.

**With good levels of equity for its students:** Generally speaking, the socio-economic status of a student may affect performance in education, but this happens to a lesser extent in Canada than in other OECD countries.

**Key reforms in Ontario (Canada):** To support improvements in attainment they have developed different and complementary support strategies at all levels of the system:

- Created a new position of *chief student achievement officer*, a literacy and numeracy secretariat and added 5000 new teaching posts to reduce class sizes to 20 students and provide additional support.
- Increased expenditures in education by 24%, to expand staff in key areas to support improvement.
- Allotted student success teachers in every school district, developed specialists teachers, provided more specialized staff to focus on diverse needs at the local level, that work on schools or school districts.

**Work undertaken to strengthen the role of school leaders:** by *developing a leadership framework* with five domains (1) Setting direction; 2) Building relationships and developing people; 3) Developing the organisation; 4) Leading the instructional programme; 5) Securing accountability); setting high requirements to become a principal, making efforts to plan succession, providing mentoring and designing a new performance appraisal model for leaders.

**Relevant teacher policies:** In Ontario, teachers are well prepared and have a strong support system. There is a teacher induction programme, orientation and mentoring. A Teacher Performance Appraisal System for new teachers has been designed to provide meaningful appraisals that encourage professional learning and growth. Another appraisal system is for teachers in mid-career. Teachers have resources to strengthen their practices, ample training opportunities, web-based resources, a clear curriculum, and a research oriented culture. There has also been a clear leadership strategy, focusing on attracting good candidates to the posts and preparing and supporting them to improve the quality of instruction.

**Strong alignment across the delivery system:** Ministry, school boards and schools.



## Key documents for action:

Attached you will find three sets of zipped files and links with relevant documents that will help you prepare better. Each set has been defined according to key issues we will look into in Ontario:

- **General strategy and implementation:** documents that explain Ontario strategies and their implementation.
  - \**System on the move: The story of the Ontario education strategy, 2010* (File: OE\_Strategy\_Story\_-\_ENG)
  - \**How to change 5,000 schools, B. Levin (Chapter)* ( File : IHEC 161129\_1\_En\_18\_Chapter\_Online)
  - \**A Problem-Solving Approach to Designing and Implementing a Strategy to Improve Performance* (<http://www.hbs.edu/pelp/framework.html>)
  - \**Ontario, Canada: Successful Reform to Support High Achievement in a Diverse Context* (File: OECD Successful performers Ontario CH3)
- **Thinking tri-level:** documents that explain the roles of different levels (school, district boards, Ministry).
  - \**District and school boards in Ontario* (File: Districts and school boards in Ontario)(One-pager)
  - \**Tri-level development: it's the system* (File: Tri-Level Dev't.pdf)
- **Crafting school improvement:** documents relative to schools and leadership
  - \**Ontario Leadership strategy* (File: OLS One-Pager - FINAL - ADM approved - Aug 20\_09 – EN)
  - \**2010 School effectiveness framework k-12 (pages 1-9)* (Framework K-12\_english.pdf)
  - \* *Ontario leadership strategy: strong and sustainable leadership for improved student achievement (2010) follow up of strategy and components* (File: Summit paper-on leadership-v12-fina-Oct6-10\_EN)
  - \* *Improving Teaching and Learning through Instructional Rounds* (<http://www.hepg.org/hel/article/157>)