

**BUILDING BLOCKS**  
*for* **EDUCATION:**  
*Whole System Reform*

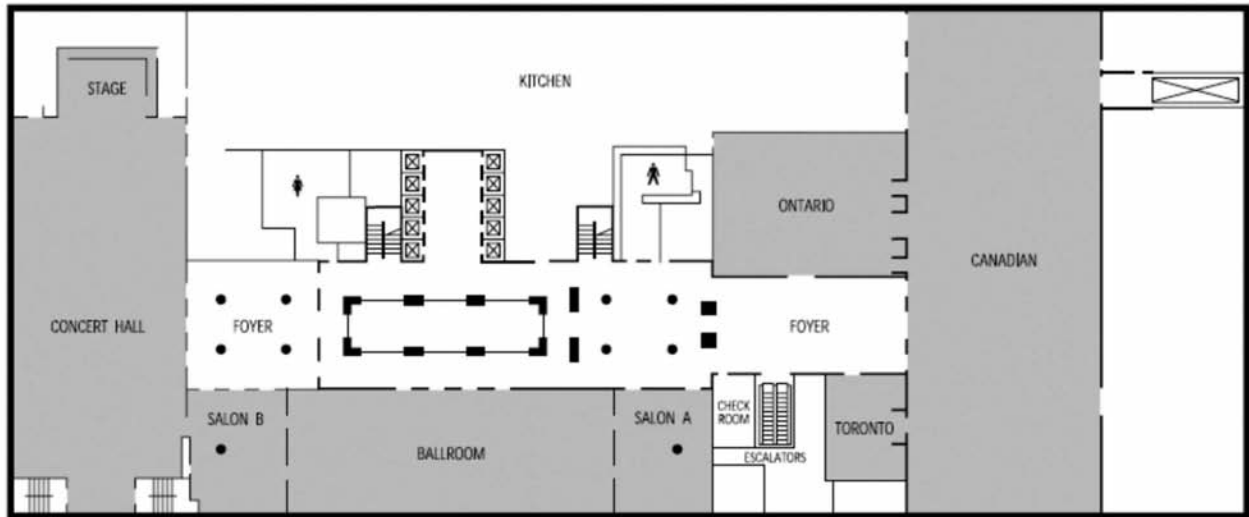


**An International Summit of Education Experts**

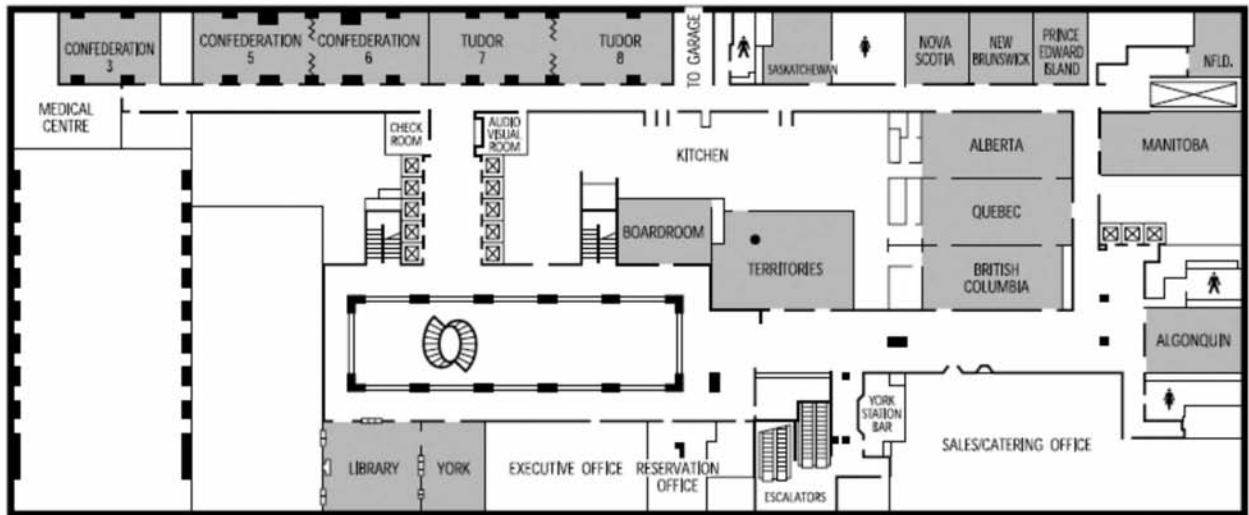
**September 13–14, 2010, Toronto**



## CONVENTION FLOOR



## MAIN MEZZANINE





# Premier's WELCOME MESSAGE



Welcome to Ontario and our Building Blocks for Education summit.

Over the past few years, Ontario has made great strides in education — and the world is taking note. Since we formed government in 2003, over four thousand delegates from dozens of countries all over the world have come here to learn about how we've increased test scores and graduation rates and lowered class sizes. This conference is a further opportunity to come together and talk about how to build the best possible education system. We'll hear from innovators and educators and share strategies on how to turn great ideas into action.

Education is changing. Our kids live in a complex and fast-moving world and we all want to do everything we can to help them succeed.

The Minister of Education, Leona Dombrowsky, and I firmly believe that there is no more challenging, no more noble, and no more important calling than educating a child.

Thank you for dedicating yourselves to our children and our future.

Have a great conference.

Dalton McGuinty, Premier of Ontario



# Minister's **WELCOME MESSAGE**



Welcome to Ontario's international education summit – *Building Blocks for Education*.

In Ontario, we are very proud of our success in building a strong education system. We look forward to sharing our experiences with you and learning about your perspectives on what it takes to initiate and sustain successful whole system reform in education.

Ontario's education successes are the result of a collaborative system. My ministry and I work very closely with boards, schools, teachers, support staff, and parents to understand the challenges and opportunities that our students experience every day.

This summit is a wonderful opportunity to gain an international perspective. By sharing ideas, engaging in workshops, and drawing upon one another's experiences, we will ensure that our students receive the best education possible.

My hope is that we will work together to find new and innovative ways to help solve the challenges facing students in each of our jurisdictions.

Thank you for joining us and please enjoy the conference.

Leona Dombrowsky, Minister of Education

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Co-chairs'

# WELCOME MESSAGE

## MICHAEL FULLAN AND SIR MICHAEL BARBER

We are delighted to welcome you to the Building Blocks for Education summit. Our intention is that these next two days will enhance your knowledge of education systems and open up new opportunities to learn best practices from each other about both the building blocks of whole system reform and what it takes to implement it effectively in each of our jurisdictions.

Over the past fifty years there have been numerous attempts by jurisdictions to tackle education reform. However, it has only been over the past decade that there has been a real shift in the approach. Many jurisdictions are now collaborating on new and innovative ways to make education systems more effective. The knowledge base for implementing whole system reform is becoming more specific and more accessible. This process has only just begun. We hope this event will add momentum and provide insight and inspiration for those involved in education reform and help deliver real change for the citizens of the future.

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## CO-CHAIRS



### MICHAEL FULLAN

Michael Fullan is Professor Emeritus of the Ontario Institute for Studies in Education at the University of Toronto. Recognized as a worldwide authority on educational reform, Michael is engaged in training, consulting, and evaluating change projects around the world and his books have been published in many languages. He works with several countries around the world on policies and strategies to improve whole systems.

Michael Fullan is currently Special Advisor to the Premier and Minister of Education in Ontario. His book *Leading in a Culture of Change* was awarded the 2002 Book of the Year Award by the National Staff Development Council and *Breakthrough* (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education.

A list of his widely acclaimed books, including his most recent, *Motion Leadership and All Systems Go*, can be found at [www.michaelfullan.ca](http://www.michaelfullan.ca)



### SIR MICHAEL BARBER

Sir Michael Barber is one of the world's leading education reformers. He is head of McKinsey's Global Education Practice and is chairing the Pakistan Education Taskforce. He is co-author of the widely read international benchmark study *How the World's Best-Performing School Systems Come Out on Top*.

Prior to joining McKinsey he was (from 2001) Chief Adviser on Delivery to the British Prime Minister, Tony Blair. His book about this experience – *Instruction to Deliver: Fighting to Reform Britain's Public Services* (Methuen, 2008) – was described by the Financial Times as “one of the best books about British Government for many years.”

Between 1997 and 2001, he was Chief Adviser to the Secretary of State for Education on School Standards. Prior to joining government he was a Professor at the Institute of Education, University of London.

His other major publications include *The Learning Game: Arguments for an Education Revolution* (Indigo, 1997), *The Virtue of Accountability* (Boston, University, 2005), and *Impossible & Necessary: Are You Ready for This?* (Nesta, July 2009).

His advice on public policy, especially education, has been sought by governments in over 30 countries.

# Overview of **BUILDING BLOCKS FOR EDUCATION**

## **MICHAEL FULLAN AND SIR MICHAEL BARBER**

“Whole-system reform” means focusing on a small number of core policies and strategies, doing them well, and staying the course.

Participants will learn about whole system reform and discuss which policies and strategies generate effective education improvement across the entire set of schools in a province, state, or country. In general, successful systems get the following things right:

1. Focus with resolute purpose on a small set of core priorities.
2. Develop capacity related to instruction and learning.
3. Invest in leadership at all levels in relation to the agenda.
4. How to use data to develop effective strategies.
5. Achieve accountability through transparency and intervention.
6. Stay the course and reduce distractions that divert energy.

Only a small number of jurisdictions have been successful in “raising the bar and closing the gap” for all students in all subgroups, in all schools. At the summit, participants will learn how five different jurisdictions address elements of whole system reform: Ontario, Australia, United States, Finland and Singapore. Andreas Schleicher, head of PISA/OECD (Organisation for Economic Co-operation and Development), will present data and analysis from OECD countries that reveal which policies, strategies, and factors are most effective at raising the bar and closing the gap.

The conference focuses on four themes: standards and targets; assessment and use of data; capacity building and the development of the teaching profession; and leadership development and sustainability. Over the two days, participants will rotate through all the workshops, having the opportunity to engage in all four themes.

Tony Mackay from Australia, and Martha Dutrizac, Bill Hogarth, and Ben Levin from Ontario will facilitate the workshops. One workshop - Assessment and Use of Data - will feature a panel consisting of Andreas Schleicher of PISA/OECD, Carol Campbell of Stanford University, and Mary Jean Gallagher of the Ontario Ministry of Education’s Student Achievement Division.

### **Outcomes**

In general, participants should learn how Ontario and other jurisdictions around the world address the key issues affecting whole system reform. They will have an opportunity to talk with other participants about these matters, and they will learn how to apply these lessons to their own situations.



# AGENDA

## MONDAY, SEPTEMBER 13

All sessions take place in the Canadian Room (on the Convention Floor of the hotel), unless otherwise indicated. Simultaneous French translation will be available in the Canadian Room.

7:00 a.m. – 8:45 a.m. Registration and Continental Breakfast, *Canadian Room Foyer*

9:00 a.m. – 10:30 a.m.

### **Official Welcome**

**Sir Michael Barber**, education advisor to former British Prime Minister Tony Blair

**Michael Fullan**, author, Special Advisor to the Premier of Ontario and Minister of Education

### **Opening Remarks**

**Dalton McGuinty**, Premier of Ontario

### **Keynote Address**

**Andreas Schleicher**, Special Advisor on Education Policy, Directorate for Education, Organisation for Economic Co-operation and Development (OECD)

11:00 a.m. – 12:00 p.m.

### **WORKSHOPS – Cycle I**

*Each workshop is presented four times, enabling all participants to attend each session during the course of the summit. The four themes are:*

#### **Workshop A – Assessment and Use of Data**

*Facilitator:* Bill Hogarth, former Director of Education, York Region District School Board, Ontario

#### *Panellists:*

- Andreas Schleicher, Special Advisor on Education Policy, Directorate for Education, OECD
- Carol Campbell, Executive Director, Stanford Center for Opportunity Policy in Education, Stanford University, California; former Chief Research Officer, Ontario Ministry of Education
- Mary Jean Gallagher, Assistant Deputy Minister, Student Achievement Division, Ontario Ministry of Education

#### **Workshop B – Standards and Targets**

*Facilitator:* Ben Levin, Professor and Canada Research Chair in Education Leadership and Policy, University of Toronto, Ontario

#### **Workshop C – Capacity Building and the Development of the Teaching Profession**

*Facilitator:* Martha Dutrizac, Director of Education, Huron-Perth Catholic District School Board, Ontario

#### **Workshop D – Leadership Development and Sustainability**

*Facilitator:* Tony Mackay, Executive Director, Centre for Education, Melbourne, Australia





## MONDAY, SEPTEMBER 13 (CONTINUED)

- 12:15 p.m. – 2:00 p.m. Lunch, *Canadian Room*
- Keynote Address**  
**Michele Bruniges**, Deputy Secretary, Department of Education, Employment and Workplace Relations, Australia
- 2:15 p.m. – 3:15 p.m. **WORKSHOPS – Cycle 2**
- 3:30 p.m. – 4:00 p.m. **Keynote Address**  
**Arne Duncan**, Secretary of Education, United States
- 4:00 p.m. – 4:30 p.m. Day 1 Wrap-up  
**Sir Michael Barber, Michael Fullan**
- 4:30 p.m. – 5:30 p.m. Reception with Premier Dalton McGuinty and Arne Duncan, *Ballroom (Convention Floor)*
- 6:30 p.m. – 8:30 p.m. **ONTARIO SHOWCASE**  
Dinner and Networking, *Canadian Room*
- A casual dinner highlighting Ontario's whole system reform initiatives, including opportunities to meet with senior management from the Ministry of Education.*

## TUESDAY, SEPTEMBER 14

- 7:30 a.m. – 8:45 a.m. Continental Breakfast, *Canadian Room Foyer*
- Ontario Showcase**, *Canadian Room*
- Opportunities to meet with senior management from the Ministry of Education to discuss Ontario's whole system reform initiatives.*
- 9:00 a.m. – 10:00 a.m. **Day 2 Opening Session**  
**Sir Michael Barber, Michael Fullan**
- Keynote Address**  
**Timo Lankinen**, Director General, Finnish National Board of Education
- 10:15 a.m. – 11:15 a.m. **WORKSHOPS – Cycle 3**
- 11:30 a.m. – 12:00 p.m. **Keynote Address**  
**Ng Eng Hen**, Minister for Education and Second Minister for Defence, Singapore
- 12:00 p.m. – 1:00 p.m. Lunch and Networking
- 1:15 p.m. – 2:15 p.m. **WORKSHOPS – Cycle 4**
- 2:30 p.m. – 2:45 p.m. Concluding Remarks and Next Steps  
**Leona Dombrowsky**, Ontario Minister of Education
- 2:45 p.m. – 3:15 p.m. Summit Wrap-up  
**Sir Michael Barber, Michael Fullan**



# Keynote SPEAKERS

*In order of appearance*



## **ANDREAS SCHLEICHER**

Andreas Schleicher is Special Advisor on Education Policy to OECD's Secretary-General. As head of OECD's program on indicators and analysis in the Directorate for Education, he is also responsible for the development and analysis of benchmarks on the performance of education systems and on the impact of knowledge and skills on economic and social outcomes, including the Programme for International Student Assessment (PISA), the Programme for the International Assessment of Adult Competencies (PIAAC), the Programme for Measurement on Teachers, Teaching, and Learning, and the Education Indicators Programme (INES).

Before joining the OECD in 1994, he was Director for Analysis at the International Association for Educational Achievement (IEA). He studied physics in Germany and received a degree in mathematics and statistics in Australia.

He is the recipient of numerous honours and awards, including the Theodor Heuss Prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement". He holds an honorary professorship at the University of Heidelberg.



## **MICHELE BRUNIGES**

Dr. Bruniges joined the Department of Education, Employment and Workplace Relations, in October 2008 as Deputy Secretary for the Office of Early Childhood Education and Child Care. She moved to her current position as Deputy Secretary, Schools, in April 2009 to focus on delivering the Australian government's commitments for school education.

From 2005 to 2008, Dr. Bruniges was Chief Executive of the ACT Department of Education and Training. Prior to this she held several senior positions within the New South Wales Department of Education and Training in the areas of curriculum, assessment and reporting, and strategic information and planning.

Dr. Bruniges has a doctorate of philosophy in educational measurement, a master's degree in education from the University of New South Wales, a graduate diploma in educational studies and a diploma in teaching from the Goulburn College of Advanced Education.

She is a graduate of the Institute of Company Directors and the recipient of numerous professional awards, including a Churchill Fellowship to study student achievement in education in the United States and the Netherlands, an Exceptional Service Award from the Professional Teachers Council, New South Wales, for promoting teacher professionalism, and is a Fellow of the Australian College of Educators.



### **ARNE DUNCAN**

Arne Duncan was nominated to be Secretary of Education by President-elect Barack Obama and was confirmed by the United States Senate on Inauguration Day, January 20, 2009.

Prior to his appointment as Secretary of Education, Duncan served as the chief executive officer of the Chicago public schools, a position to which he was appointed by Mayor Richard M. Daley, from June 2001 through December 2008, becoming the longest-serving big-city education superintendent in the country. As CEO, Duncan's mandate was to raise education standards and performance, improve teacher and principal quality, and increase learning options. In seven and a half years, he united education reformers, teachers, principals, and business stakeholders behind an aggressive education reform agenda that included opening over 100 new schools, expanding after-school and summer learning programs, closing down underperforming schools, increasing early childhood and college access, dramatically boosting the calibre of teachers, and building public-private partnerships around a variety of education initiatives.

Duncan graduated magna cum laude from Harvard University in 1987, majoring in sociology.



### **TIMO LANKINEN**

Timo Lankinen is Director General at the Finnish National Board of Education. He joined the Finnish Ministry of Education in 1984, where he worked on major development projects in the fields of education, training, and science policies. In 2008 he was appointed Director General for the Finnish National Board of Education, the national agency responsible for the development of pre-primary education, basic education, general upper secondary education, vocational education and training, formal adult education, and training, liberal adult education, and extracurricular basic education in arts. He has actively taken part in education and training policy making, chaired national committees and reform projects, acted as DGVT for European VET policies, written articles and books (especially about educational law in Finland, financing education, and educational administration), and lectured widely.



### **NG ENG HEN**

Dr. Ng Eng Hen was appointed Minister for Education on April 1, 2008. He was also reappointed Second Minister for Defence, a position he has held since July 2005. A Member of Parliament since November 2001, Dr. Ng has held previous portfolios in Education and Manpower and is currently Deputy Leader of the House. As Minister of State for Education from 2002, and then as Second Minister for Education from 2004, Dr. Ng led the restructuring of Singapore's tertiary education sector, as well as the polytechnic sector review.

A current focus of Dr Ng's as the Minister for Education is on developing a professional teaching workforce and grooming future school leaders, given the crucial role that teachers play in the delivery of high-quality education.



# WORKSHOPS

Delegates will participate in four workshops, learning about and discussing four key themes integral to *whole system reform*:

1. standards and targets
2. assessment and use of data
3. capacity building and the development of the teaching profession
4. leadership development and sustainability

While each workshop will have a specific theme, we encourage delegates to consider the impact of all themes in each workshop.

Note: Each delegate will be assigned to a specific meeting room at registration and each of their one-hour workshops will take place in that room.

## **STANDARDS AND TARGETS**

This theme focuses on why developing clear achievement standards is important, which standards are important, and why setting targets is valuable.

Does the focus on literacy and numeracy narrow the curriculum in dysfunctional ways? Are the 21<sup>st</sup> century learning skills too vague or too complex to attain?

In addition to talking about the content and applicability of standards, participants will examine strategies for using standards and targets most effectively.

## **ASSESSMENT AND USE OF DATA**

This theme examines the use of data and why data is needed to inform strategies in the classroom, in school districts, and at the ministerial level.

What are some of the issues concerning the overload of data, timeliness of data, and data usability? How transparent is the data within the education sector and how transparent is it to the media and the public? What turnaround policies and strategies are key? Is there an inspectorate or a system of external review, and, if not, is it necessary? In addition to data on students, what other data is generated and used?

## **CAPACITY BUILDING AND THE DEVELOPMENT OF THE TEACHING PROFESSION**

This theme focuses on instructional skills: how they are developed and sustained and what competencies are essential for improving student engagement and achievement.

How does the role of the teacher evolve as jurisdictions achieve whole system reform?

Where are the best places to put limited resources that will help develop teaching expertise?

## **LEADERSHIP DEVELOPMENT AND SUSTAINABILITY**

This theme examines the policies and practices with respect to leadership development at the school, district, and government levels. Discussions will focus on leadership development of principals and other administrative personnel as well as teachers.

How comprehensive is leadership development? How sustainable are personnel policies, succession planning, and other aspects that foster individual development and selection? What more is needed in producing leadership for the future that will be necessary for sustainability of progress?



## Whole System Reform in Ontario:

# THE ONTARIO EDUCATION STRATEGY

The education story in Ontario is compelling. Ontario is Canada's largest and most diverse province, serving just under two million students in nearly 5,000 schools within four publicly funded school systems (English public, English Catholic, French public, and French Catholic). In 2003, the government introduced a large-scale reform in response to limited improvement in elementary and secondary schools, and the impact of the new strategies has been dramatic.

### THE THREE GOALS

Three system-wide goals are at the core of the Ontario education strategy and drive all initiatives and investments:

1. improve levels of student achievement
2. reduce gaps in student achievement
3. increase public confidence in publicly funded education

### ORGANIZATIONAL CHANGE

The Ontario education strategy has resulted in three interrelated organizational improvements. First, partnerships and collaborative relationships continue to be built across the education sector. Second, these partnerships encourage educators at all levels to share successful practices, address persistent challenges, and build the capacity of their school or district to improve student learning. And third, data and transparency to continue to drive improvement without resorting to pejorative accountability, measures, or practices.

### THE RESULTS

Ontario's success in education hasn't come overnight. It has taken seven years of hard work, commitment, and considerable investment to turn the corner on student achievement. However, the results have been dramatic:

- Test scores are up. The percentage of Grades 3 and 6 students achieving at or above the provincial standard in reading, writing, and math has increased by 14 percentage points since 2002-03.
- Graduation rate has increased by 11 percentage points. This means 16,500 more students graduated in 2008-09 compared to 2003-4.

- Over 540,000 primary students (90.5%) are now in classes of 20 or fewer; and 100% of primary students are in classes of 23 or fewer.
- Full-Day Kindergarten for four- and five-year-olds is being phased in. Up to 35,000 four- and five-year-olds at almost 600 schools across the province will benefit from Full-Day Kindergarten beginning in September 2010. More than 200 additional schools will offer Full-Day Kindergarten starting in September 2011, and full implementation is planned for 2015-16.

Ontario understands the importance of a strong publicly funded education system in a global, competitive economy. The strategy's success as a dynamic partnership between the Ministry of Education, the district school boards, and the schools suggests that large, diverse education systems can improve through collaboration and collective work that focuses on students and honours diversity of culture and community.

## **EIGHT CORE AREAS OF FOCUS**

Although the strategy is comprehensive with many supporting initiatives, it involves eight core areas of focus and implementation:

1. **Setting a small number of ambitious goals** – Increase literacy and numeracy skills and the secondary school graduation rate.
2. **Creating a guiding coalition at the top** – Build a strong leadership team at the senior level.
3. **Having high standards and expectations** – Introduce “stretch targets” for student achievement and graduation rates.
4. **Investing in leadership and capacity building related to instruction** – Build capacity through major investments in personnel, resources, and finely tuned intervention strategies.
5. **Mobilizing data and effective practices as a strategy for improvement** – Introduce new data management and assessment tools to enable system-wide collection of data that can be integrated, tracked over time, and used to inform policy and practice.
6. **Intervening in a non-punitive manner** – Encourage risk taking, learning, and sharing of successful practices while intervening in a non-punitive manner.
7. **Being vigilant about distractions** – Minimize anything that takes away energy and focus from the core agenda.
8. **Being transparent** – Share data and best practices across the system.

**MADE IN CANADA**



**Send Comments and Feedback to  
[info@bb4e.ca](mailto:info@bb4e.ca)**