

**PINPOINT**

*The quality of an education system cannot exceed the quality of its teachers.*

Sir Michael Barber

**The McKinsey Report 2007**

This global study of education systems by one of the world's leading management companies was led by Sir Michael Barber, former Chief Adviser to the Secretary of State for Education on School Standards.

**THE PRINCIPLES DISCOVERED**

- The quality of an education system cannot exceed the quality of its teachers.
- The only way to improve outcomes is to improve instruction (ie teaching)
- This only happens with mechanisms that ensure every student receives high quality instruction.

**THE FINDINGS**

■ ■ *We found that high-performing school systems, though strikingly different in construct and context, maintained a strong focus on improving instruction because of its direct impact upon student achievement.*

**THE IMPLICATIONS**

This, in other words, is a real commitment to professional learning and development. But not all such attempts, however expensive and well-intentioned, worked.

■ ■ *Reforms that expose teachers to best practices through workshops or written materials but that do so without making this knowledge precise enough for teachers to understand how to apply it in their own classroom also fail.*

The challenge is obviously that...

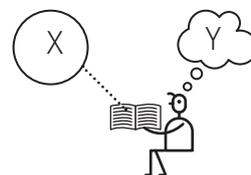
■ ■ *Individual teachers need to gain understanding of specific*

**Professional Development**

According to the OECD, "the quality and nature of continuing training available is very uneven". Each of the traditional formats has limitations that work against teachers getting the sort of practical knowledge of different methods needed for improvement.

**READING**

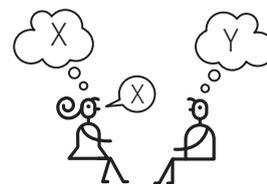
Much gets lost in translation from author's head to reader's understanding. Words are very easily misinterpreted and so there is considerable leakage of accuracy in the transmission.

**TRAINING**

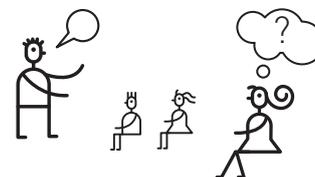
Powerpoints, stories, activities and dialogue can amount to insights and inspiration. But rarely so. It is a one-size-fits-all approach. Little of the content is remembered and applied.

**COACHING**

Coaching conversations are easily misunderstood. Plus the coaching process emphasises the teacher discovering their own solutions. It is expensive and doesn't scale up as needed.

**OBSERVING**

Research shows only experts accurately observe the workings of outstanding teaching. Less skilled teachers don't see beneath the surface details to the deeper messages.

**THE HOW2 FACTOR**

HOW2s visual explanations reveal with great clarity and simplicity what outstanding teaching looks like. The step-by-step detail gives teachers the necessary precision needed for them to understand and apply the technique immediately. The addition of the HOW2s elevates the quality of conversation in all professional development activities. The explicit and shared understanding transforms the speed, ease and accuracy of teachers' learning.

**REFERENCES**

Barber, M & Mourshed, M. (2007)  
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