



LUCY CREHAN'S

# CleverLands

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*The top-ranking PISA systems I visited.*



## FINLAND

- Teachers are trusted
- No evaluations
- No inspections
- No staff hierarchy
- Start school at 7 y.o.
- Education helped found the nation
- Self-directed CPD
- Non-selective till 15

## JAPAN

- Teachers well paid
- Teachers moved every 4-6 years
- Team lesson plans
- Excellent text books
- Fewer concepts
- 10-15 min breaks between lessons
- Non-selective till 15

## SINGAPORE

- Highly selective
- Strong vocational system
- Intelligence viewed as non-static
- Less equitable
- Start school at 7 y.o.
- 100 hrs CPD per year
- Team planning

## SHANGHAI

- Focus on effort
- Whole-class teaching
- Self-regulated students
- Virtue through education
- Memorisation, then understanding
- Confucian culture

## CANADA

- Individualised focus
- Extra qualified SEND staff
- Extra-curricular activities
- Teach and assess soft skills
- Focus on relationships

*And the principles I discovered*



### 1 Get children ready for formal education

- Emphasise social and pre-academic skills
- Teach routines thoroughly and early on
- Give students, and teachers, a ten minute break between lessons
- Provide resources to address student non-academic needs

### 2 Design curricula for mastery

- Fewer topics in greater depth
- Clarity on outcomes, no prescribed pedagogy
- Sequence concepts in logical, research-based order

### 3 Support students to take on challenges

- Delay selection into schools or classes until age 15/16
- Give struggling students more support rather than easier tasks
- Professional, flexible group support before/during/after lessons

### 4 Treat teachers as professionals

- Rigorous teacher training involving pedagogical subject knowledge
- Reduced NQT time-table, with dedicated mentor, planning in teams

### 5 Combine school accountability with school support

- Use school-level data to monitor schools, locally or nationally
- Use network of successful former school leaders to support schools
- Incentivise successful teachers and middle leaders to work in struggling schools, and provide pedagogical leadership.