

# **Systematic Plan and Strong Implementation Shanghai Practice in Education**

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# PISA Effect

Maths		Reading		Science	
Shanghai 12	613	Shanghai12	570	Shanghai 12	580
<i>Shanghai 09</i>	<i>600</i>	<i>Shanghai 09</i>	<i>556</i>	<i>Shanghai 09</i>	<i>575</i>
Singapore	573	Hong Kong	545	Hong Kong	555
Hong Kong	561	Singapore	542	Singapore	551
Chinese Taipei	560	Japan	538	Japan	547
Korea	554	Korea	536	Finland	545
Macao	538	Finland	524	Estonia	541
Japan	536	Ireland	523	Korea	538
Liechtenstein	535	Chinese Taipei	523	Viet Nam	528
Swiss	531	Canada	523	Poland	526
Holland	523	Poland	518	Canada	525

# PISA Effect

- ❑ After Shanghai came to the first top in both 2009 and 2012 PISA, many educators and governments came to Shanghai & tried to find some secrets to answer "Why Shanghai can make such a great progress in time of the last over 30 years?".
- ❑ Here is not the place for me to tell the concrete successful approaches and experiences (4+8) , nor for me to tell our reflections and lessons from PISA (more than 12);
- ❑ Yet, I hope I can release something in my mind and share with you, WB SABER experts and education policy makers:
- ❑ **Systematic planning and strong implementation** in education policies!



OP-ED COLUMNIST  
**The Shanghai Secret**  
By THOMAS L. FRIEDMAN  
Published October 22, 2013 | 342 Comments

SHANGHAI — Whenever I visit China, I am struck by the sharply divergent predictions of its future one bears. Lately, a number of global investors have been "shorting" China, betting that someday soon its powerful economic engine will sputter, as the real estate boom here turns to a bust. Frankly, if I were shorting China today, it would not be because of the real estate bubble, but because of the pollution bubble that is increasingly enveloping some of its biggest cities. Optimists take another view: that, buckle in, China is just getting started, and that what we're now about to see is the payoff from China's 30 years of investment in infrastructure and education. I'm not a gambler, so I'll just watch this from the sidelines. But if you're looking for evidence as to why the optimistic bet isn't totally crazy, you might want to visit a Shanghai elementary school.



I've traveled here with Wendy Kopp, the founder of *Teach for America*, and the *Teach for All* programs modeled on Teach are operating in 50 countries. We've visited highest- and lowest-performing schools to uncover The Secret — how is it that Shanghai secondary schools topped the world-class PISA (Program for International Student) exams that measure the ability of 15-year-olds in 75+ countries to apply what they've learned and reading.

After visiting Shanghai's Qixiangwei Primary School, I think I found The Secret.

Thomas L. Friedman  
Go to Columnist Page »

# Systematic Approach for Policy Making

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- A Chinese Proverb: *Without far-reaching consideration, you would be near to troubles and sufferings.*
- Education is the course of people's development in a quite long time & under the very complex pre-conditions, therefore, all the policies for education should be made in a systematic perspective.
- In Shanghai, most of concrete educational policies would be made in coherence with 5-year plans (or even 10-year, mid-long-term plans).
- And 5-year plans (mid-long-term plans) would be made on the base of systematic, scientific and democratic approaches.

# Systematic Approach for Policy Making

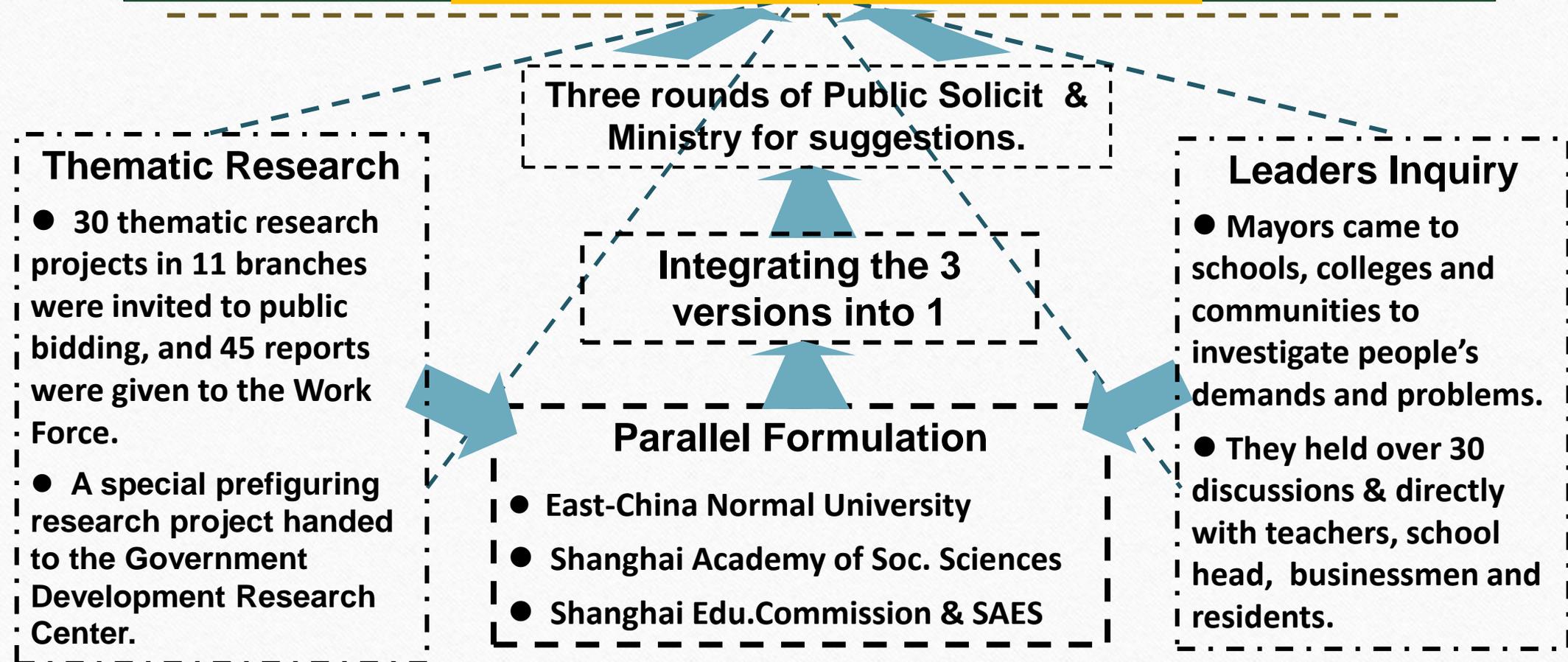
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- The principle: "To consult people for demands, to consult people for idea and tactics, and to consult people for policies";
- To make educational plans based on research and information;
- Educational plans should cover **core conceptions**, main aims and objectives with some quantitative & qualitative index, **limited projects** with resources in manpower, finance, hardware and mechanisms;
- Concrete elements, time process, relationship & structure among branches, and monitoring & evaluation arrangement;
- Stakeholders have various chances to discussion and negotiation;
- On the whole, educational plans should be tried to make in the "scientific and democratic ways".

# A Case: The process to make a mid-long-term plan in Shanghai

## **Shanghai Guideline for Educational Reform and Development 2010-2020**

"For the lifelong development of every student"



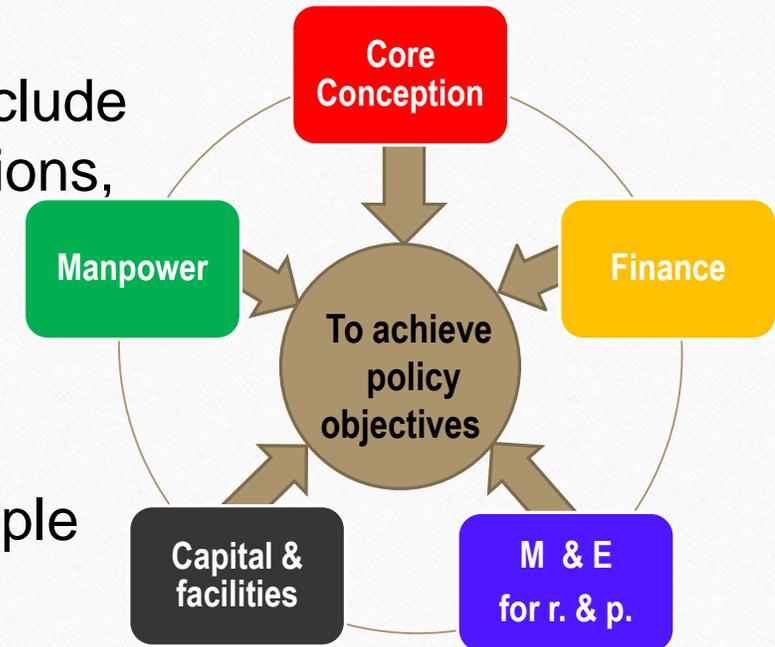
## A Case: The process to make a mid-long-term plan in Shanghai

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- **After the municipal mid-long-term plan for educational reform and development, the relevant work units including**
- All the educational branches, such as higher education, basic education, vocational education, lifelong learning;
- All the educational resource parts, such as manpower and personal, capital and financial departments;
- All the 17 districts and over 60 universities and colleges, even most of primary and secondary schools
- Are encouraged to make their own plans in consistence with the objectives & principles of the municipal plan and also with innovations reflecting the local, special and concrete demands of the work units and departments.
- In this way, the strategic plan is not only a plan for high-level administrators but also a systematic network of educational plans known by all the stakeholders in bottom, middle and top levels, only in this way, "multi-level governance" would be expected and realized.
- The planning process become a process of **gathering, unifying and systematizing** the educational ideas, wisdoms, strength, resources, actions, and even steps.

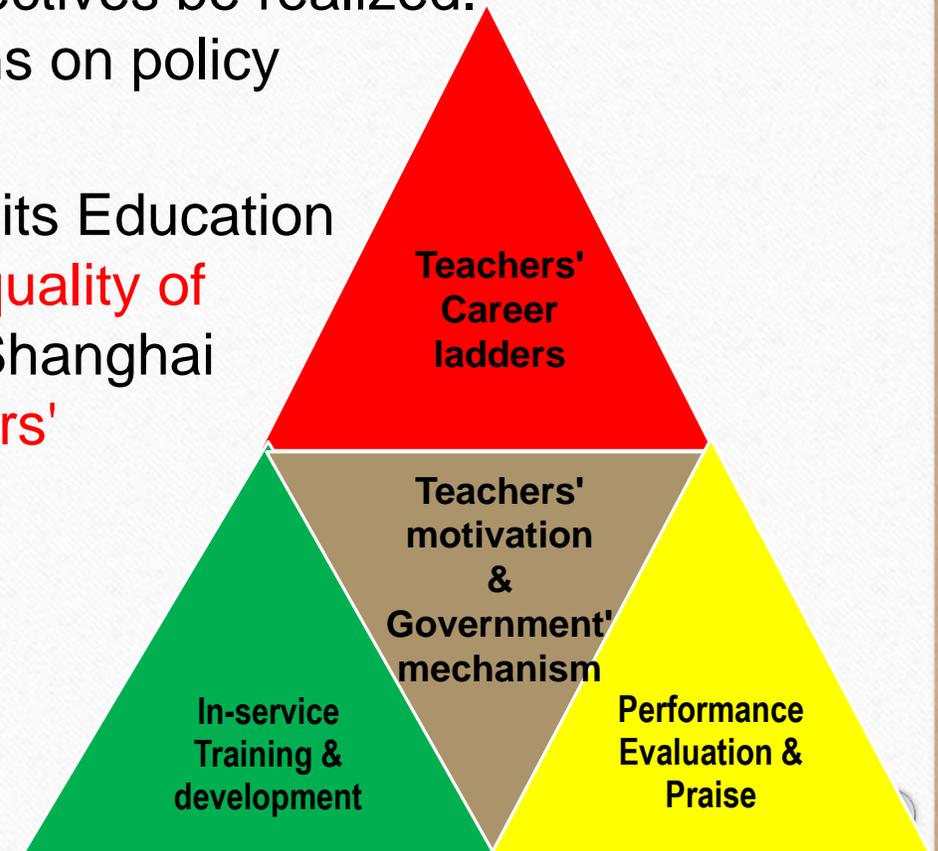
# Good Plan Needs Strong Implementation

- ❑ In a process of public policy, MAKING a strategic planning is only the first step. Only when the plan and relevant policies are effectively implemented, would the expected aims and objectives be realized. Therefore, Shanghai paid much greater attentions on policy implementation.
- ❑ A Chinese proverb says: "Before the troops and horses start moving, food and forge should be arranged in transit first".
- ❑ In most of Shanghai education plans, there often include four strategic arrangements. They are new conceptions, human resources, financial investment, capital and facilities. And in recent years, "monitoring and evaluation" becomes more and more popular (for risk control and performance praise).
- ❑ In the five aspects, Shanghai governments and people have many great initiatives and innovations.



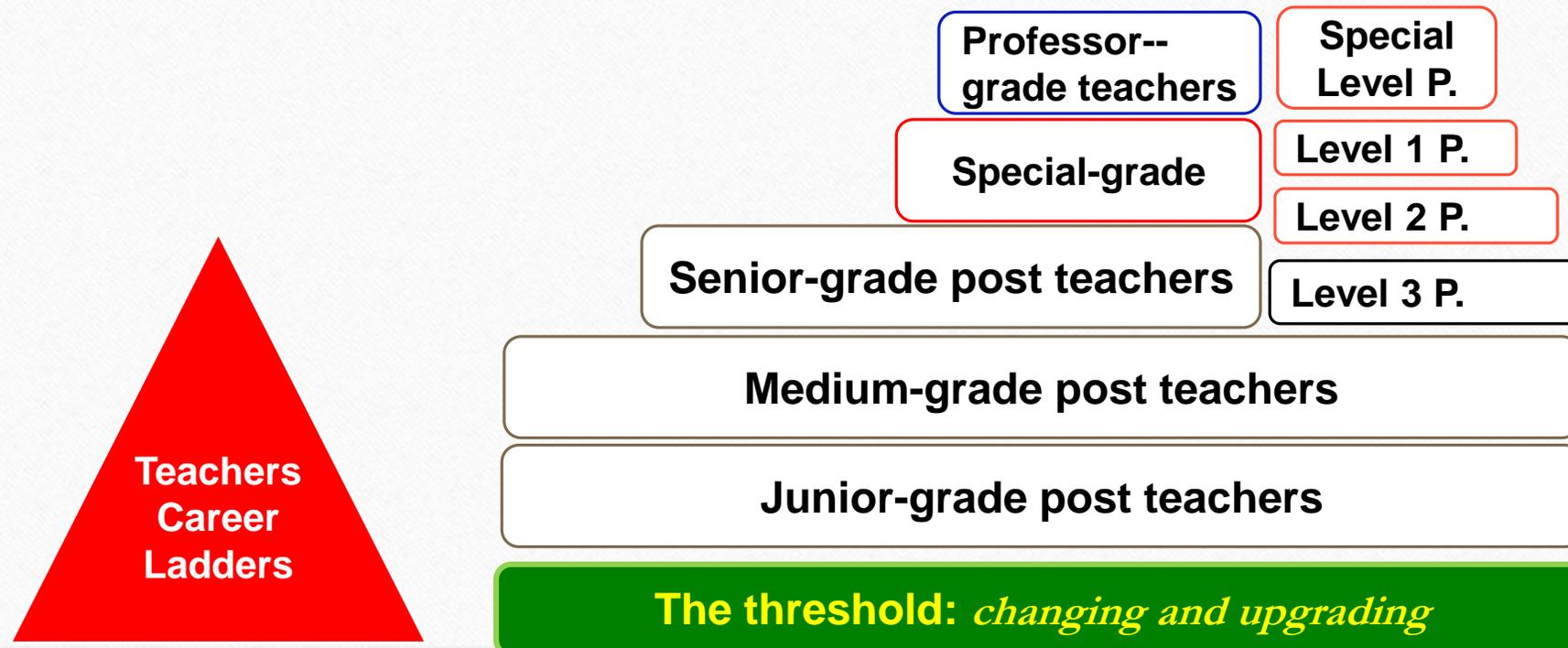
# Strong Implementation (Teacher 1)

- In the process of public policy, Strategic planning is only the first step in the policy process. Only when the plan and relevant policies are effectively implemented, would the expected aims and objectives be realized. Therefore, Shanghai paid much greater attentions on policy implementation.
- For example, the municipal government through its Education Commission has been persisting on **raising the quality of the teaching force** since 1980s. In the practice, Shanghai set up **an inter-related triangle system for teachers' life-long professional development**.
- The triangle system is composed in three parts, they are "teachers' career ladders", "in-service training & development" and "performance evaluation and praise".



## Strong Implementation (Teacher 2)

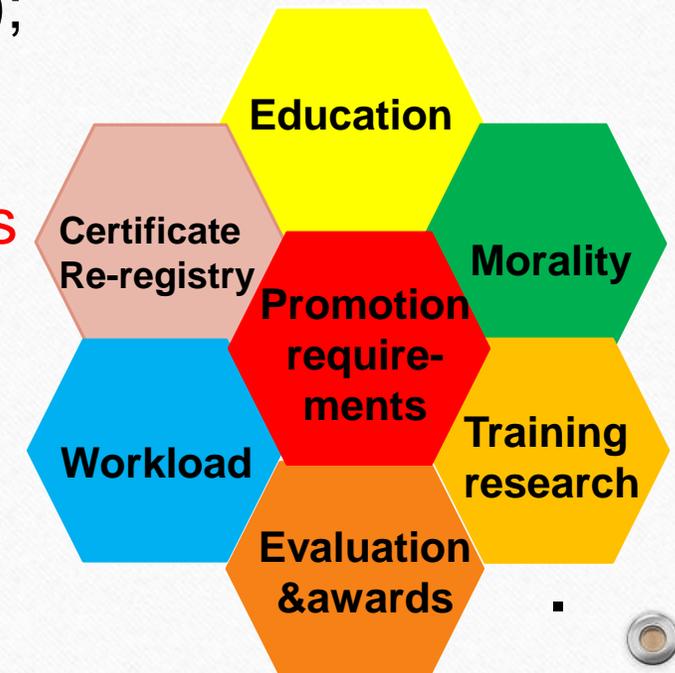
- For example, the "Teachers' Career ladders" are persistently adopted for over 30 years, with congruent development, adjustment and refinements in thresholds, requirements and titles.



## Strong Implementation (Teacher 3)

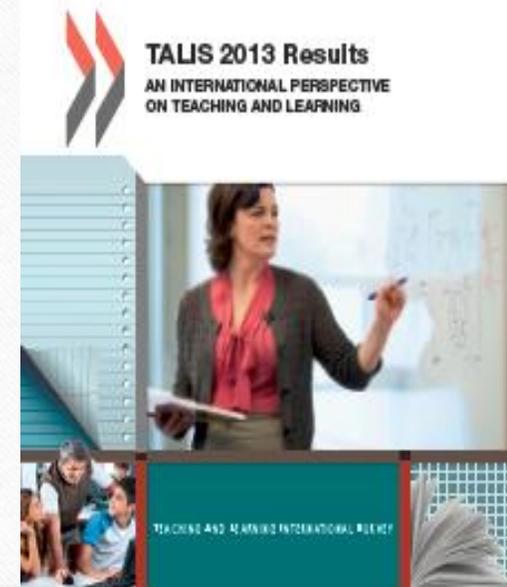
□ The (3-year round) professional promotion requirements are:

1. Education qualifications (now: **bachelor in relevant subject**) ;
2. Teachers certificates (3 tests) & 5-year round re-registration;
3. Morality and commitment (peer review & **mobile:1/5**);
4. Annual workload and years of experience (record);
5. In-service training (**120; 360; 540**) & **research results (research project, publication and good practice)**;
6. Annual performance evaluation (**self, peer, school**)
7. Awards at various levels (**national, city, district, school, and subject competitions**)



## Strong Implementation (Teacher 4)

- **As a result, Shanghai formed a strong teacher force showed in TALIS 2013:**
- 62.8 days of in-service training comparing to 27.6 days at international average;
  - 97.3% of teachers joined some in-service training comparing to 51% in average;
  - 89% of teachers joined formal induction program comparing to 50.1% in average;
  - 83% of teachers have deep cooperation with colleagues comparing to 32% in average
  - 54.5 of teachers do some research projects comparing to 33.5%;
  - 96% of teachers have classroom observations experience and give feedback to colleagues comparing to 40% in average;
  - Teachers spend 85-95% of classroom teaching time on teaching comparing to 72-85% in average;
  - 96%-93% of teachers hold strong constructive beliefs comparing to 84%-82%;
  - Teachers are more likely to report that the profession is valued in the society (46%) comparing to 32% in average.



## Strong Implementation (School modernization)

- Besides teacher force, there are other indispensable factors and aspects, which should be built and improved in a long and persist way.
- **School modernization:**
  - Shanghai experiences 4 rounds of school building and facilities improvement:
    - 1) In 1990s, Shanghai tried to perish the unsafe and backward schools with "city standards" (*Shanghai 92 School-building Standard and 4 Categories*)
    - 2) In late 1990s, Shanghai built up a group of "experimental and model high-school";
    - 3) Since 2000, Shanghai tried to network all the schools with ICT facilities--"Network to Every School";
    - 4) Since 2010 Shanghai tries to equip the innovative and digital laboratories and active learning environments (*2004-05 School Construction Renewal Standard*) .
  - At present, Shanghai builds 80-100 new high-quality schools and kindergartens every year.



# Strong Implementation (Finance)

## □ Finance: Abundance, efficiency and equity

- "3 increments" since 1986: Increment of public education expenditure should be higher than the government expenditure; to ensure the increment of public finance per student, the increment of teachers salary and the increment of recurrent expenditure per student every year;
- Teachers' salary should be equal to that of civil servants, therefore, Shanghai increased 2 round of "Teachers' allowance for performance and encouragement" in 2013 and 2016;
- "Local education fee attachment" (education levy) should be charged from all the enterprises;
- 40% of the education levy income could be transferred from rich districts to poor ones;
- In higher education, universities were encourage to borrow money form banks for land and construction in 1990s.
- "Annual increment of government education investment" and "public expenditure per students" are important indictors of education inspection and government evaluation.



# Strong Implementation (Low-performance schools)

□ To improve low-performance schools and to provide equal high-quality education is a challenge, Shanghai strived & has many innovations.

➤ **Financial ways:**

- 1) Transfer 30%--50% of local education levy from rich districts to poor ones since 2004;
- 2) From offering "migrant schools" some currency allowance to merge them into the public;

➤ **Administrative ways:**

1) "Empowered management": Governments invite and empower some schools, NGOs or school principals to manage some low-performance schools since 2005;

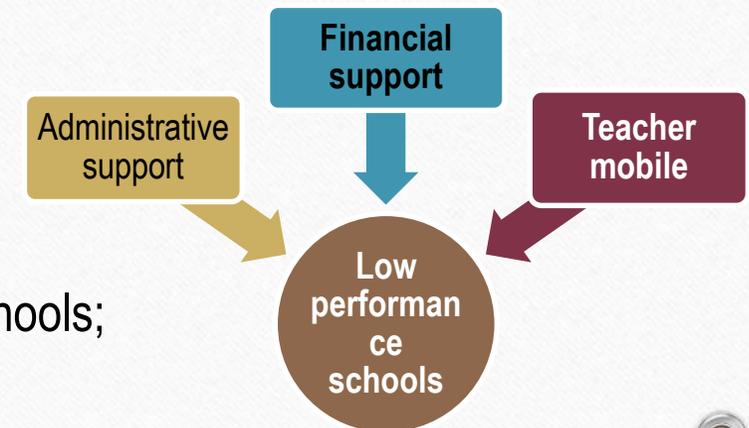
2) Sister-link districts: encourage city districts to help the rural districts in human and other resources since 2006;

3) "New nearby high-quality schools" 2010:

4) "School development zones" and "School cooperation" in 2015.

➤ **Teacher mobile way:**

- 1) 1/5 top teachers and principals moved to rural and low performance schools;
- 2) Offering teachers in rural schools with special benefits;
- 3) Quota for rural students to top high schools (30% of enrollment places).



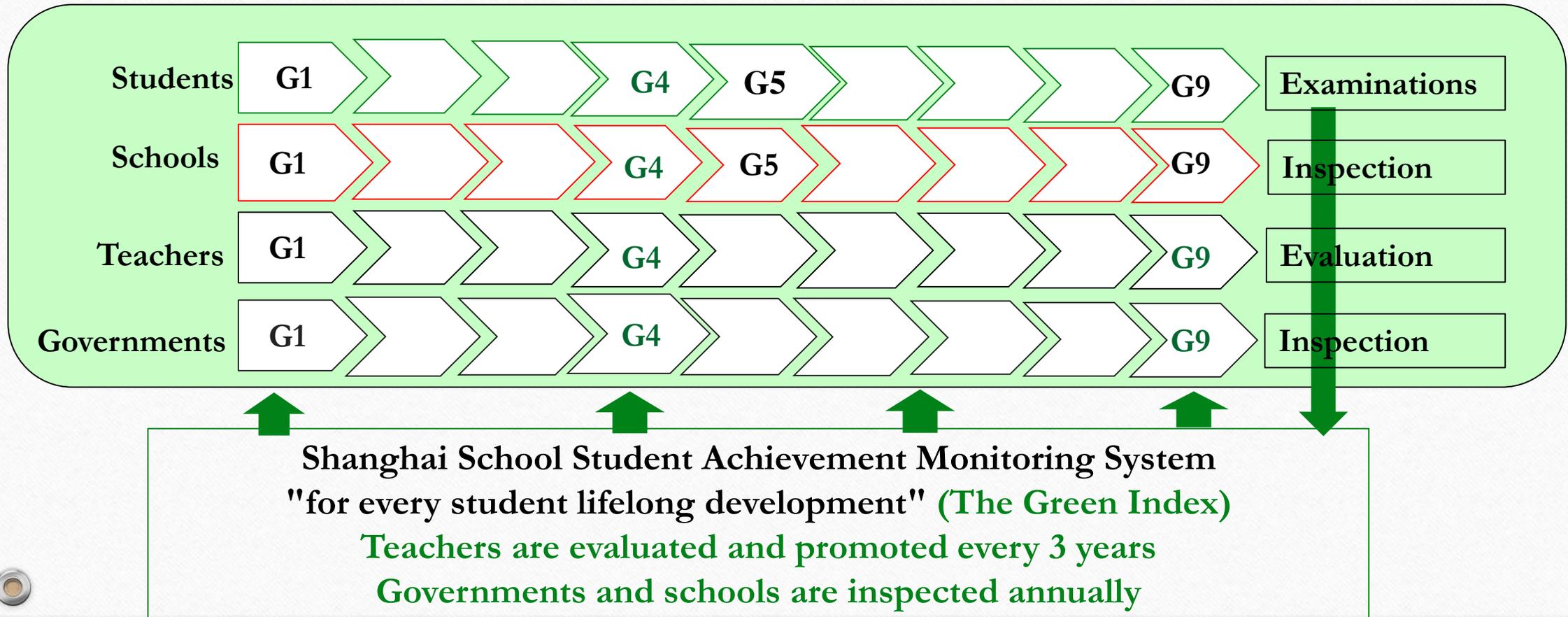
## Strong Implementation (M & E)

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- ❑ Monitoring and Evaluation are the important mechanisms of quality assurance for policy implementation, Shanghai paid great attention, especially since the end of 1990s.
- ❑ In 2000, The Shanghai Education Evaluation Institute was established, and in 2004 Shanghai Association of Education Evaluation was set up, and in 2009 the APQN (Asia Pacific Quality Network) Secretariat moved to Shanghai Education Evaluation Institute.
- ❑ All the schools, no matter public or private, are involved in some or several kinds of evaluation, accreditation or inspection since 2009.
- ❑ Education inspection enlarged its function from inspecting schools mainly to inspecting local governments since 2005 with the document of *The Municipal Government's Note on Implementation of Inspecting Evaluation to the District Governments' Education Responsibilities*.
- ❑ In 2011, Shanghai set up the **Shanghai School Student Achievement Monitoring Index (Green Index for Shanghai Basic Education)**

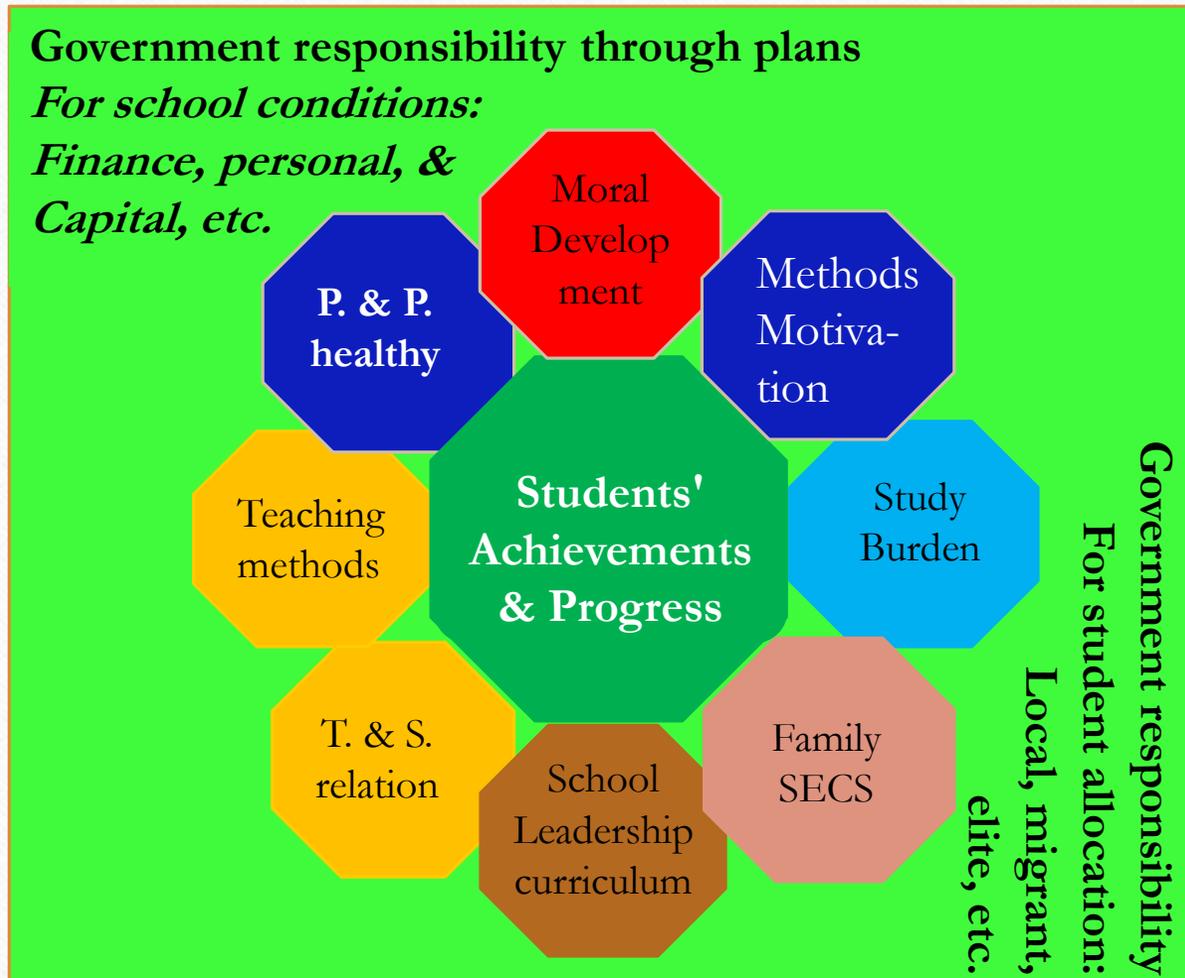
# Strong Implementation (M & E)

## Change of Shanghai Evaluation and Monitoring System for 9-year Compulsory Education



# Strong Implementation (M & E)

## □ The Shanghai Monitoring Structure



## □ Mixed Approaches

- Tests/report cards
- Sample tests
- Questionnaire
- Health check
- Self review
- School visit
- Training records
- Inspection
- Budget audit
- Statistics
- Feed-back talk

**Cameron quoted a Chinese saying :“If you want one year of prosperity, grow grain. If you want 10 years of prosperity, grow trees. If you want a thousand years of prosperity, grow (people,) the relationships between people and people” in the Chinese new year.**



**As the course of growing people is a long and complex course, we really need strategic thinking, systematic & strategic planning and strong & smart implementation in and for education!**

**Thank you for your listening!**

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