



**Policy Implications of Professional Learning Systems  
in High Performing Asian Settings**

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In January of this year the National Centre on Education and the Economy in Washington DC released two new reports on teacher's professional development - one focusing on the teacher professional development systems in Hong Kong , Singapore and Shanghai; the other a detailed study of how the Shanghai system of teacher professional development works.

Whilst these systems are clearly different the key to each of them appears to be that collaborative professional learning (teachers working with other teachers to improve curriculum, instruction, school climate, etc ) is built into the daily lives of teachers and school leaders.

To facilitate this approach School leaders free up time in the daily lives of teachers for collaborative learning; create leadership roles for expert teachers who both develop other teachers and lead school improvement teams; recognise and reward the development of teacher expertise; and enable teachers to share responsibility for their own professional training and that of their peers.

In surfacing "local knowledge" from these high performing systems the importance of the "learning system" emerges as dominant, and the significance of connection to community, honouring of "indigenous" knowledge and wisdom, and respectful relationships to people and environment ,all feature.

The policy implications from international benchmarking appear compelling - however we are acutely aware of the challenges of adapting, spreading and diffusing highly effective leadership practices from significantly different contexts.

What can we identify as clear and potentially common policy messages for leadership of schools across cultures? - with some degree of confidence and appropriate degrees of adaptation.