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## **The Best Teachers in the World. Why We Don't Have Them and How We Could.**

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# Review

John E . Chubb. (2012). *The Best Teachers in the world. Why we don't have them and how we could.* Standford: Hoover Institution Press. ISBN: 978-0-8179-1564-3

Chubb's book suggests a new perspective to reform the teaching profession in the United States. Chubb states that to get the best schools it is necessary to get the best teachers because teachers are the key to higher academic achievement of students. To attract, develop, and retain the best teachers, radically different policies and new educational practices are required. Consequently, Chubb proposes a new strategy for enhancing teacher quality and for improving student achievement to levels comparable to those of the best nations in the world.

The strategy is based on scientific research and also on prominent examples of schools, colleges, and other educational centers. His strategy consists of three elements developed in separate chapters:

Firstly, putting principals in charge of teacher quality. School leadership is critical to quality teaching. Principals play a lead role in creating the working conditions, developing the school culture and evaluating teachers on all of the practices that go into student achievement. Therefore, this helps schools to keep the best teachers and improve or shed the weaker ones. Accordingly, principals will have a great influence on the professional development of teachers regarding the school work.

Secondly, eradicating teacher licensure and introduce transparency to

teacher training. Teachers should be trained, both before they take charge of a classroom and thereafter. This should be completed in institutions with programs that are able to demonstrate their efficiency in producing teachers who increase student achievement. Schools should decide what training they need. The idea is to raise teacher quality and depoliticise current practices.

Thirdly, using technology to make teaching a more selective, more productive, and better compensated profession. In other words, reconfiguring schools to use teachers and technology to the best of their abilities could transform teaching. Technology can be used with students to supplement teachers' instructions and to provide differentiated remediation or acceleration, among others. It can also be used to provide the core instruction for whole courses. With these conditions, the profession would become more selective and attractive, requiring fewer better-paid teachers.

Chubb tries to prove that change is possible and essential, but not easy from a political perspective. This new strategy reveals that instead of trying to provide quality assurance through licensure, policymakers should provide quality assurance by measuring performance directly. Therefore, policy should provide for the direct measurement of teacher and leader effectiveness as well as training effectiveness. The basic idea is to develop and retain teachers who perform best for students, incorporate technology to boost profitability and teacher compensation, and to promote and reward school leaders who make decisions in the best interests of students and teachers.

It would be rewarding to implement a strategy based on theory and practice which advocates for leaders and teachers to be autonomous and professional, and to have access to technology and training which suits their individual needs. Efficiency is already evident in the way the system relies on teachers' professionalism and sense of responsibility. However, it should be highlighted that the collaboration, sharing, and co-operation among the professionals involved, being themselves, should be strongly considered, as it will result in a new way of working and a new way of managing institutions with a new working environment and a new institutional culture.

In practice, student learning should be prioritized within the socio-

technological context of the school that reflects the training needs of today's citizens enriched with formal and informal components. From this perspective, the teaching method will be redefined, focusing on what the students want and need to be taught and how this should be done.

To conclude, it should be noted that the challenges of our permanently evolving society are to be found in the learning styles and in the organization of teaching and educational institutions. Therefore, to implement this strategy it is vital continuing reflecting on the consequences of our current actions, analyzing whether it would be convenient to change what we are doing, and making sure the needs of our complex and changing society are being met.

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