To attract quality teaching candidates, high-performing systems pay teachers relatively well compared with other college-educated professionals.

High-performing systems have fewer teacher training programs, which train teachers to meet very high standards with the expectation that they will stay in the profession, rather than dozens of programs preparing a large number of teachers who will enter and leave the profession quickly.

Beginning teachers in high-performing education systems are not expected to be at the same level as veterans and master teachers. Instead they are given the resources and support they need to develop their craft, including high-quality mentoring programs.

The main goal of teacher appraisal in high-performing systems is to provide information to help teachers improve their performance, rather than to identify and sanction low performers.

In high-performing systems, teachers do not have to leave teaching and move into administration in order to advance in their careers. They have choices and can follow their interests. This makes teaching a more attractive and rewarding profession.

Number of Teacher Training Schools in Each Jurisdiction

- Singapore: 11
- Shanghai: 12
- Finland: 8
- Alberta: 8
- Colorado: 35
- Florida: 54

Average Teaching Hours Per Week

- Shanghai: 15
- Singapore: 19
- Finland: 21
- United States: 27

In Finland, mentoring is part of the shared learning commitment teachers make with their colleagues.

Ontario has a structured training program for mentors, and provides them with release time to work with their mentees.

In Shanghai, subject mentors provide support to beginning teachers as part of their own professional career trajectory.

Rather than spending funds solely on far-flung and infrequent workshops, schools in high-performing systems spend funds to provide teachers with time in the school day to continue their learning.

Teachers Who Feel that Feedback Has Improved their Teaching Practice

- Shanghai: 94%
- NTU Average: 62%

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