An international perspective on teacher development

Conference on teacher training

Andreas Schleicher
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### Education Reform Trajectories

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<th>The old bureaucratic system</th>
<th>Student inclusion</th>
<th>The modern enabling system</th>
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<td><strong>Some</strong> students learn at high levels</td>
<td>All students need to learn at high levels</td>
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#### Curriculum, instruction and assessment
- Routine cognitive skills, rote learning
- Learning to learn, complex ways of thinking, ways of working

#### Teacher quality
- Few years more than secondary
- High-level professional knowledge workers

#### Work organisation
- ‘Tayloristic’, hierarchical
- Flat, collegial

#### Accountability
- Primarily to authorities
- Primarily to peers and stakeholders
Developing Teaching as a profession

Improve the societal view of teaching as a profession

Recruit top candidates into the profession

Retain and recognise effective teachers – path for growth

Support teachers in continued development of practice
Teachers' satisfaction with their working environment

Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements:

- All in all, I am satisfied with my job: 90%
- I enjoy working at this school: Average
- I would recommend my school as a good place to work: 84%
Teachers' satisfaction with their profession

Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements

Average

The advantages of being a teacher clearly outweigh the disadvantages

If I could decide again, I would still choose to work as a teacher

Average

Swedish teachers: 78%

Spanish teachers: 77%
Teachers' perceptions of the value of teaching

Percentage of lower secondary teachers who "agree" or "strongly agree" that teaching profession is a valued profession in society

Above-average performers in PISA
Countries where teachers believe their profession is valued show higher levels of student achievement

Relationship between lower secondary teachers' views on the value of their profession in society and the country's share of top mathematics performers in PISA 2012

\[ R^2 = 0.24 \quad r = 0.49 \]
What do we expect from teachers?

Average number of 60-minute hours teachers report spending on the following tasks in an average week:

- School management
- Communication with parents
- All other tasks
- Extracurricular activities
- Student counselling
- Team work
- Administrative work
- Marking
- Planning
Teacher skills and graduate skills (numeracy)

Middle half of the numeracy skill distribution of graduates (16-65 years)
Teacher skills and graduate skills (numeracy)

Middle half of the numeracy skill distribution of graduates (16-65 years)

Numeracy skills of teachers

PIAAC test scores (numeracy)
Developing 21st century teachers to prepare 21st century learners
Changes in the demand for skills
Trends in different tasks in occupations (United States)

Mean task input in percentiles of 1960 task distribution

Most teachers value 21st century pedagogies...

Percentage of lower secondary teachers who "agree" or "strongly agree" that:

1. My role as a teacher is to facilitate students' own inquiry
2. Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved
3. Thinking and reasoning processes are more important than specific curriculum content
4. Students learn best by finding solutions to problems on their own

Average
Percentage of lower secondary teachers who report using the following teaching practices "frequently" or "in all or nearly all lessons"

- Present a summary of recently learned content
- Check students' exercise books or homework
- Refer to a problem from everyday life or work to demonstrate why new knowledge is useful
- Let students practice similar tasks until teacher knows that every student has understood the subject matter
- Give different work to the students who have difficulties learning and/or to those who can advance faster
- Students use ICT for projects or class work
- Students work on projects that require at least one week to complete

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Fig II.3.3 14

...but teaching practices do not always reflect that
Innovation in schools

Innovative practices will be considered in appraisal with high or moderate importance

If I am more innovative in my teaching, I will be rewarded
A continuum of support

Make learning central, encourage engagement and responsibility

Be acutely sensitive to individual differences

Provide continual assessment with formative feedback

Be demanding for every student

Ensure that students feel valued and included and learning is collaborative
How can we foster more effective teaching
The more frequently that teachers report participating in **collaborative practices** with their colleagues, the higher their level of **self-efficacy**. The same is true for **job satisfaction**.
Teachers Self-Efficacy and Professional Collaboration

- Teach jointly as a team in the same class
- Observe other teachers’ classes and provide feedback
- Engage in joint activities across different classes
- Take part in collaborative professional learning
Percentage of lower secondary teachers who report doing the following activities at least once per month

- **Discuss individual students**
- **Share resources**
- **Team conferences**
- **Collaborate for common standards**

**Exchange and co-ordination**

- To gain the benefits of collaborative planning, work, and shared professional development strategies
- To open up more pedagogical options
- To give extra attention to groups of learners

**Professional collaboration**
Teachers feedback: direct classroom observations

- Principals
- School Management
- Other teachers

Countries and Percentage of Teachers: Bulgaria, Poland, United States, Romania, Albania (Canada), Croatia, Czech Republic, Abu Dhabi (UAE), Flanders (Belgium), Serbia, Slovak Republic, Japan, Israel, Average, Singapore, Latvia, Brazil, Mexico, Malaysia, Sweden, Bulgaria, Poland, United States, Romania, Albania (Canada), Croatia, Czech Republic, Abu Dhabi (UAE), Flanders (Belgium), Serbia, Slovak Republic, Japan, Israel, Average, Singapore, Latvia, Brazil, Mexico, Malaysia, Sweden, Bulgaria, Poland, United States, Romania, Albania (Canada), Croatia, Czech Republic, Abu Dhabi (UAE), Flanders (Belgium), Serbia, Slovak Republic, Japan, Israel, Average, Singapore, Latvia, Brazil, Mexico, Malaysia, Sweden, Bulgaria, Poland, United States, Romania, Albania (Canada), Croatia, Czech Republic, Abu Dhabi (UAE), Flanders (Belgium), Serbia, Slovak Republic, Japan, Israel, Average, Singapore, Latvia, Brazil, Mexico, Malaysia, Sweden.
Behavioural issues equate to lower job satisfaction, class size doesn’t

Teachers' job satisfaction level following the number of students in the classroom in relation to the percentage of students with behavioural problems.
Teachers' self-efficacy and job satisfaction

- **School background characteristics**
  - Teacher background characteristics
    - Gender
    - Teacher work experience
    - Content, pedagogy, and classroom practice elements included in formal education
  - Teacher experience in school
    - Classroom environment
    - School leadership
    - Teacher-student relations
    - Professional development
    - Mentoring
    - Appraisal and feedback
    - Teaching practices
    - Collaborative practices
- **Teacher stress**
  - Classroom stress
  - Workload stress
- **Teacher self-efficacy**
  - Classroom management
  - Instructional strategies
  - Student engagement
- **Teacher job satisfaction**
  - With profession
  - With current work environment

- **Student outcomes**
- **Teacher retention**
Professional development
Regardless of the content, **over 3/4 of teachers** report that…

…the *professional development* in which they have participated has had a *positive impact on their teaching*. 
Teachers' needs for professional development

Percentage of lower secondary teachers indicating they have a high level of need for professional development in the following areas
Participation in professional development and level of support received by teachers

Percentage of teachers who had to pay for none of the professional development activities undertaken

Percentage of teachers who undertook some professional development activities in the 12 months prior to the survey
Barriers to professional development participation

Percentage of lower secondary teachers who "agree" or "strongly agree" that the following elements represent barriers to their participation in professional development activities.

- Professional development conflicts with my work schedule
- There are no incentives for participating in such activities
- Professional development is too expensive/unaffordable
- Lack of time due to family responsibilities
- There is a lack of employer support
- Do not have the pre-requisites (e.g., qualifications, experience, seniority)

Alberta (Canada) vs Average
Not everywhere where induction programmes are accessible do teachers use them

Percentage of lower secondary teachers with less than 3 years experience at their school and as a teacher, who are working in schools with the following reported access to formal induction programmes, and their reported participation in such programmes.
Teachers and feedback

On average across TALIS countries,

Just above half of the teachers report receiving **feedback** on their teaching from **one or two sources**

...and only one in 5 receive **feedback** from **three sources**.
Feedback and change in behavior

Percentage of lower secondary teachers who report a "moderate" or "large" positive change in the following issues after they received feedback on their work:

- Confidence as a teacher
- Motivation
- Job satisfaction
- Knowledge and understanding of main subject field(s)
- Teaching practices
- Student assessments to improve student learning
- Classroom management practices
- Methods for teaching students with special needs
- Public recognition
- Job responsibilities
- Role in school development initiatives
- Amount of professional development
- Likelyhood of career advancement
- Salary and/or financial bonus
Consequences of feedback

Percentage of lower secondary teachers who "agree" or "strongly agree" that:

- A development or training plan is established to improve their work as a teacher
- A mentor is appointed to help teachers improve his/her teaching
- Teacher appraisal and feedback have little impact upon the way teachers teach in the classroom
- The best performing teachers in this school receive the greatest recognition
- If a teacher is consistently underperforming, he/she would be dismissed

Average
Innovating to create 21st-century learning environments

**Regrouping educators**
- To gain the benefits of collaborative planning, work, and shared professional development strategies
- To open up pedagogical options
- To give extra attention to groups of learners
- To give learners a sense of belonging and engagement
- To mix students of different ages
- To mix different abilities and strengths
- To widen pedagogical options, including peer teaching
- Inquiry, authentic learning, collaboration, and formative assessment
- A prominent place for student voice & agency

**Rescheduling learning**
- To allow for deeper learning
- To create flexibility for more individual choices
- To accelerate learning
- To use out-of-school learning in effective & innovative ways

**Four dimensions**
- Regrouping educators
- Regrouping learners
- Rescheduling learning
- Widening pedagogic repertoires
Resilience in education
PISA performance by decile of social background

Source: PISA 2012
TALIS in Brief

Find out more about TALIS at www.oecd.org/talis

- All national and international publications
- The complete micro-level database

Email: Andreas.Schleicher@OECD.org
Twitter: SchleicherEDU

and remember:
Without data, you are just another person with an opinion