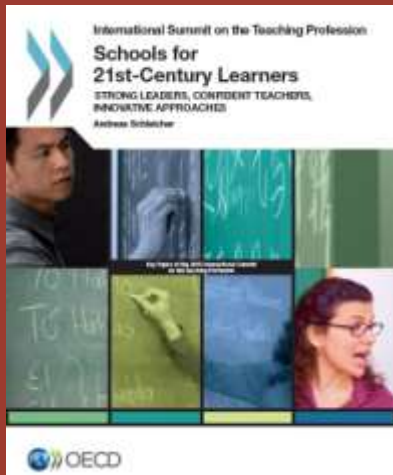


Implementing highly effective teacher policy and practice

2015 International Summit of the Teaching Profession

Andreas Schleicher
Banff, 30 March 2015



Implementing highly effective teacher policy and practice

Improve the societal view of teaching as a profession



Recruit top candidates into the profession



Developing Teaching as a profession

Retain and recognise effective teachers – path for growth



Support teachers in continued development of practice

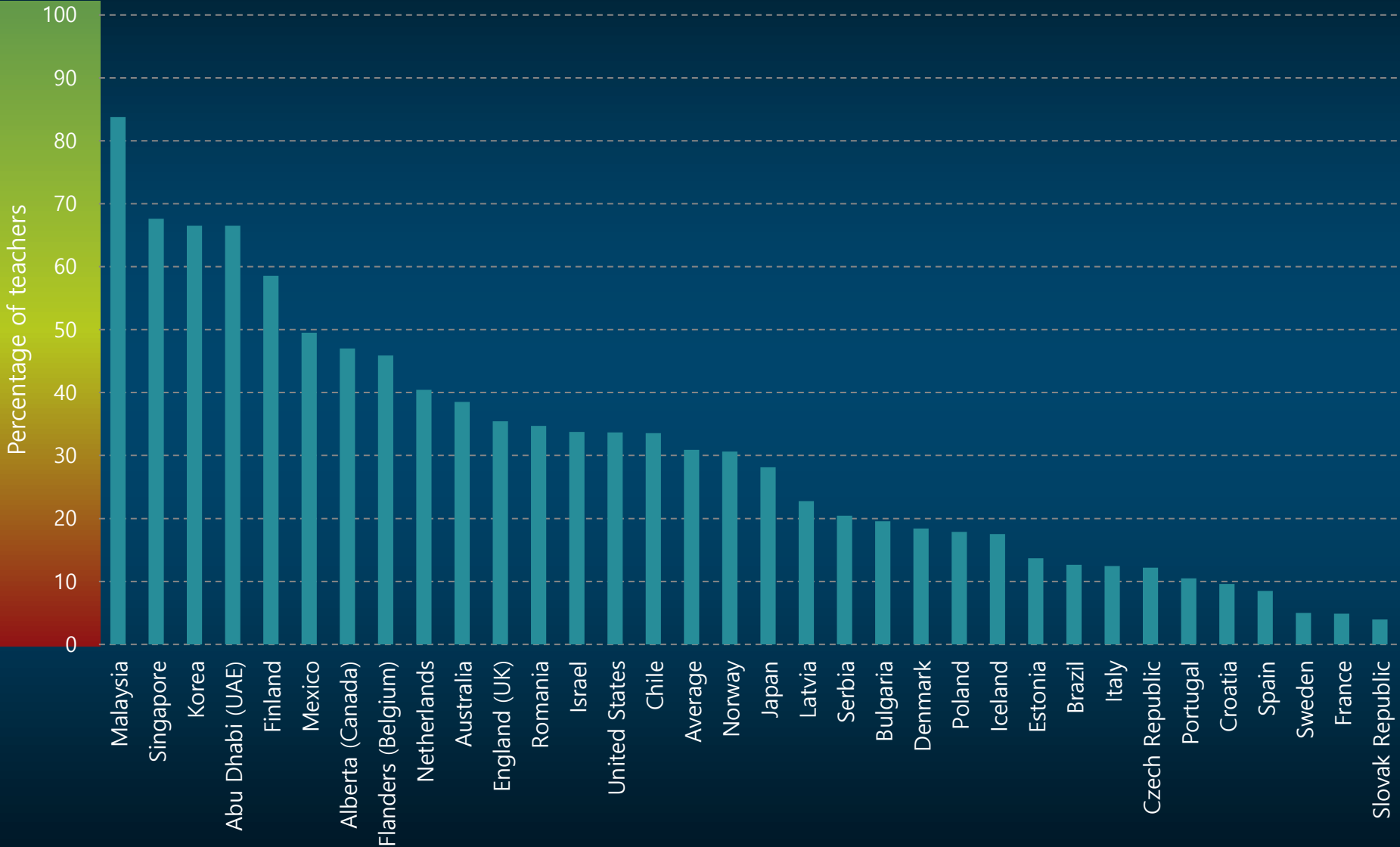




Valuing teachers
and strengthening their
sense of effectiveness

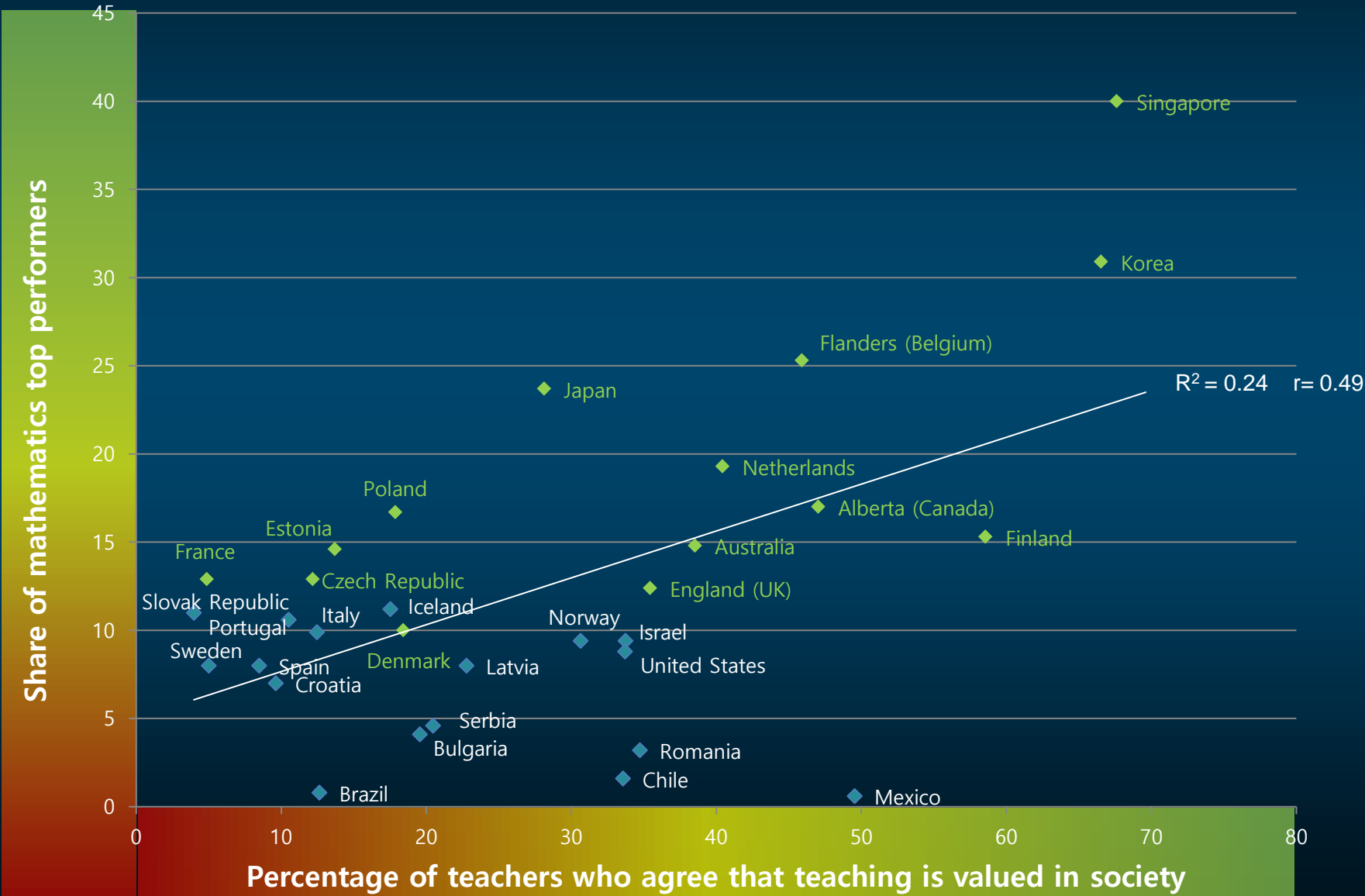
Teachers' perceptions of the value of teaching

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



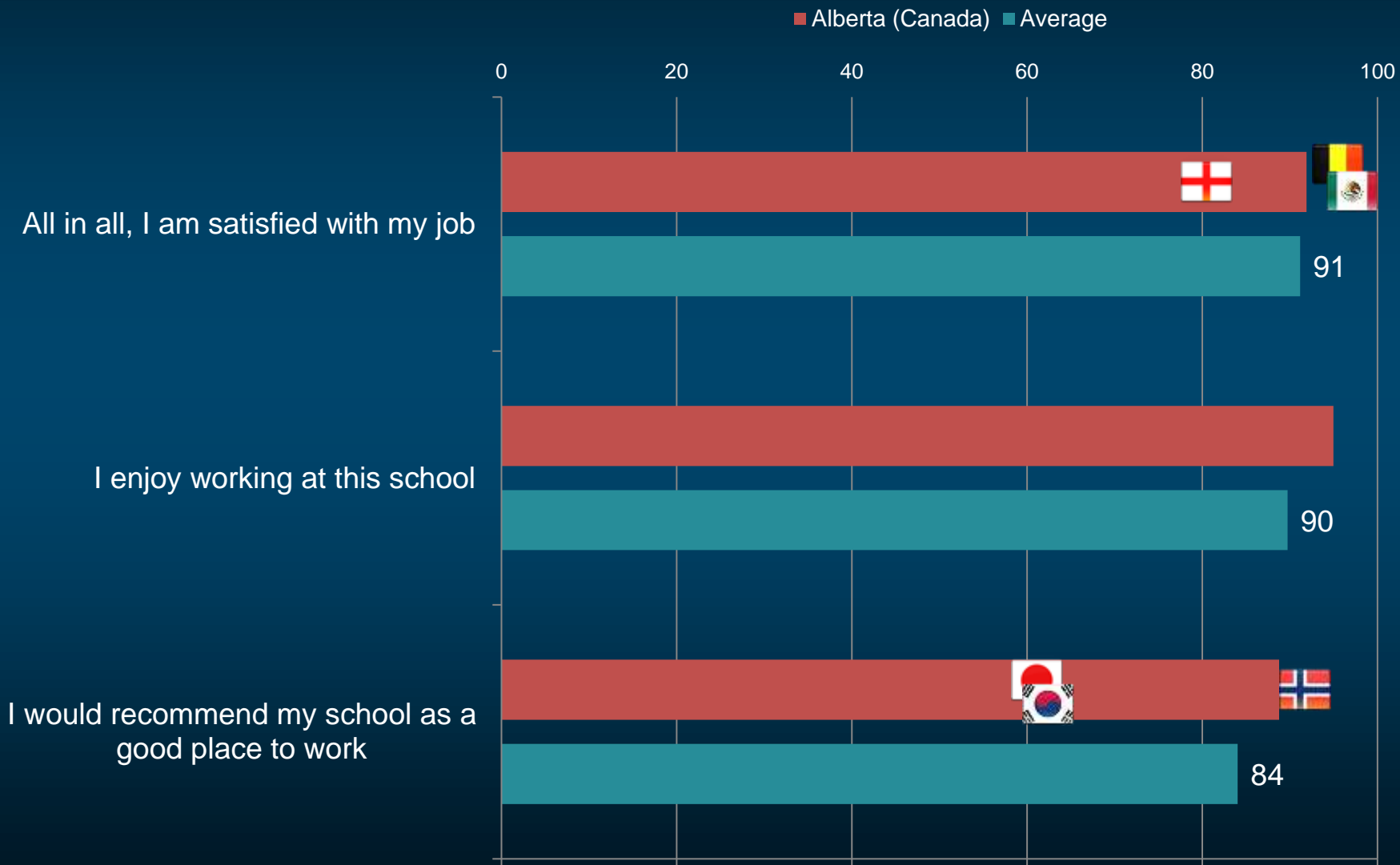
Countries where teachers believe their profession is valued show higher levels of student achievement

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



Teachers' satisfaction with their working environment

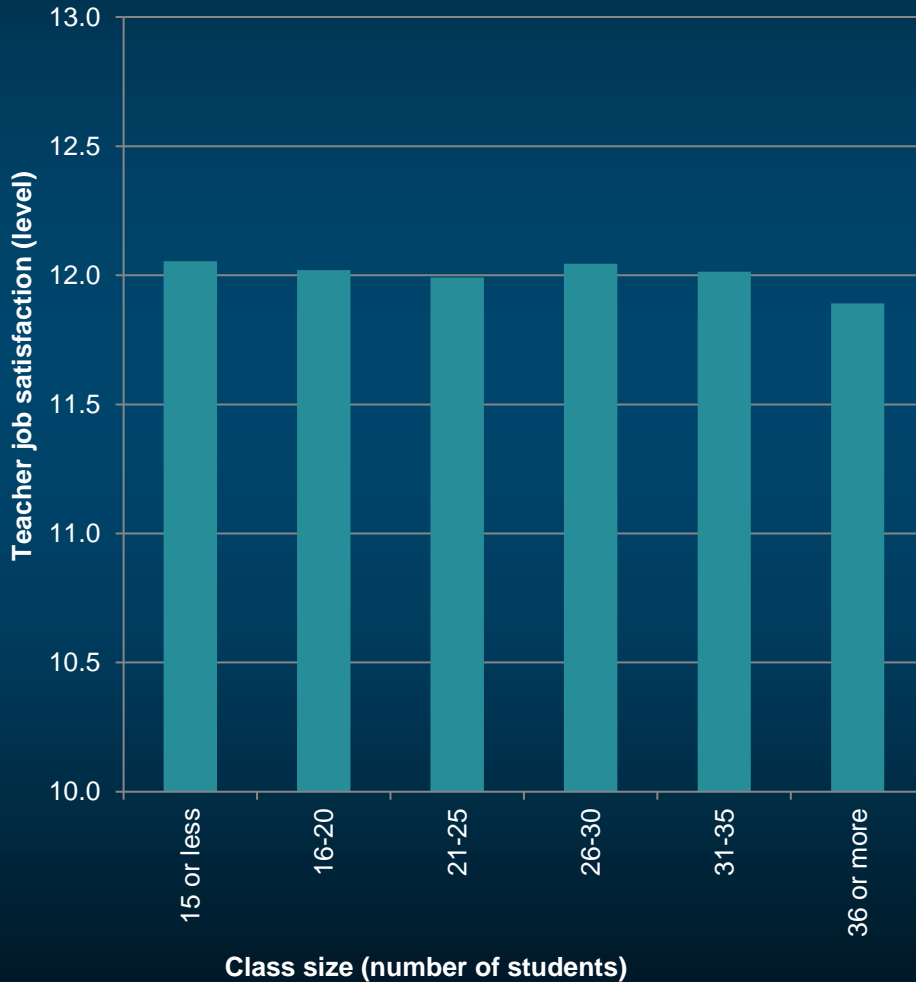
Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements



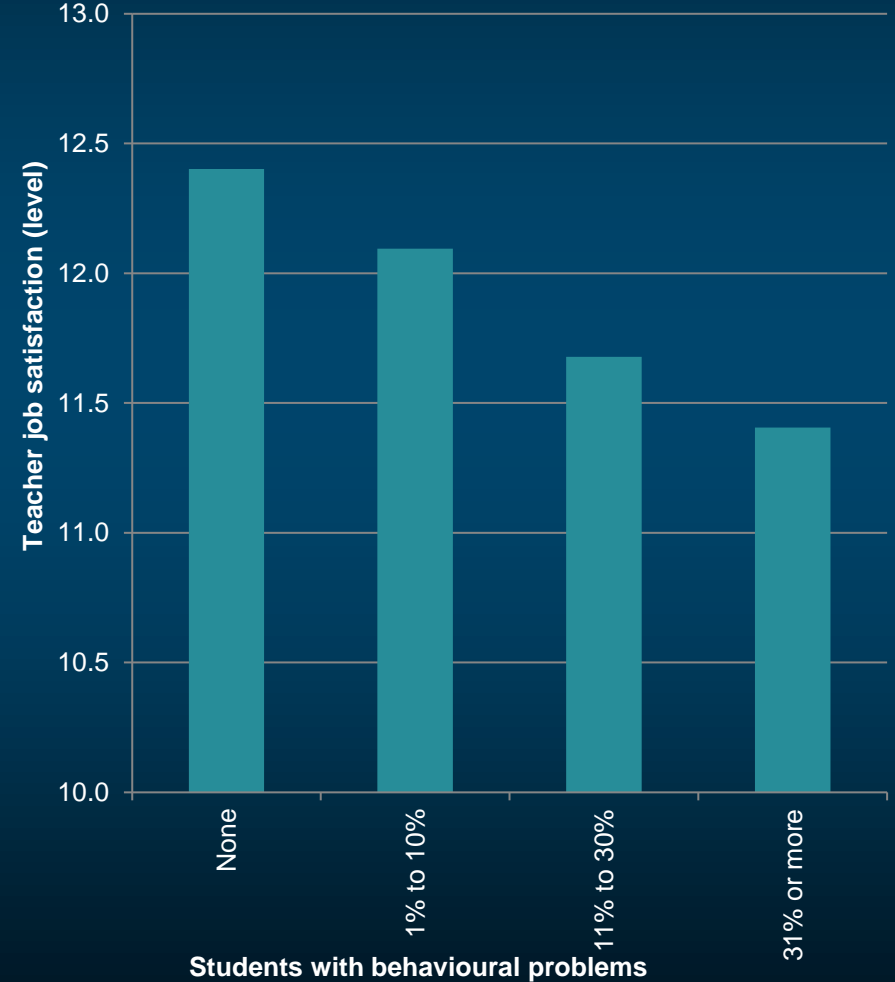
Behavioural issues equate to lower job satisfaction, class size doesn't

Teachers' job satisfaction level following the number of students in the classroom in relation to the percentage of students with behavioural problems

Average



Average



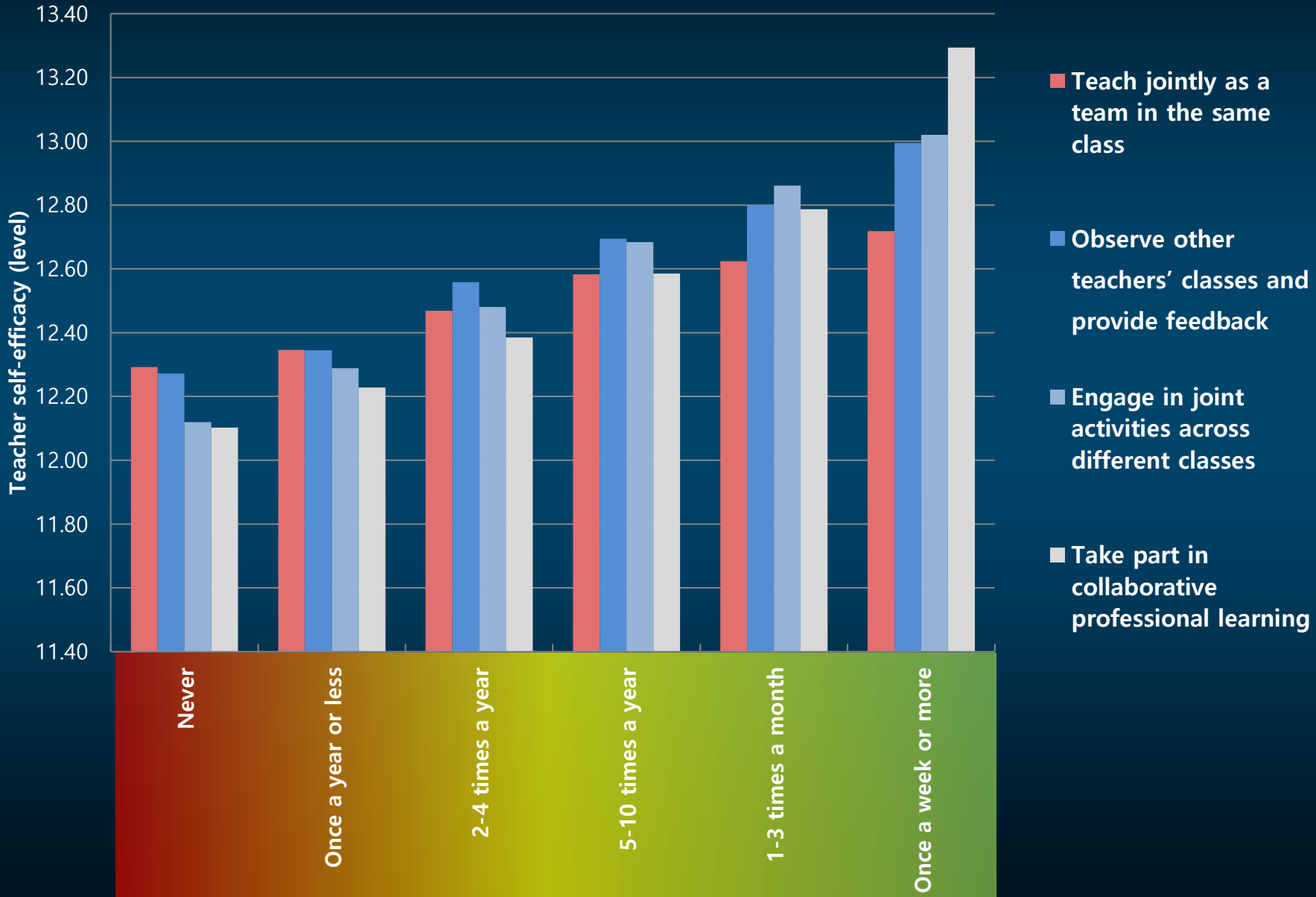
The more frequently that teachers report participating in **collaborative practices** with their colleagues,

the higher their level of **self-efficacy**.

The same is true for **job satisfaction**.

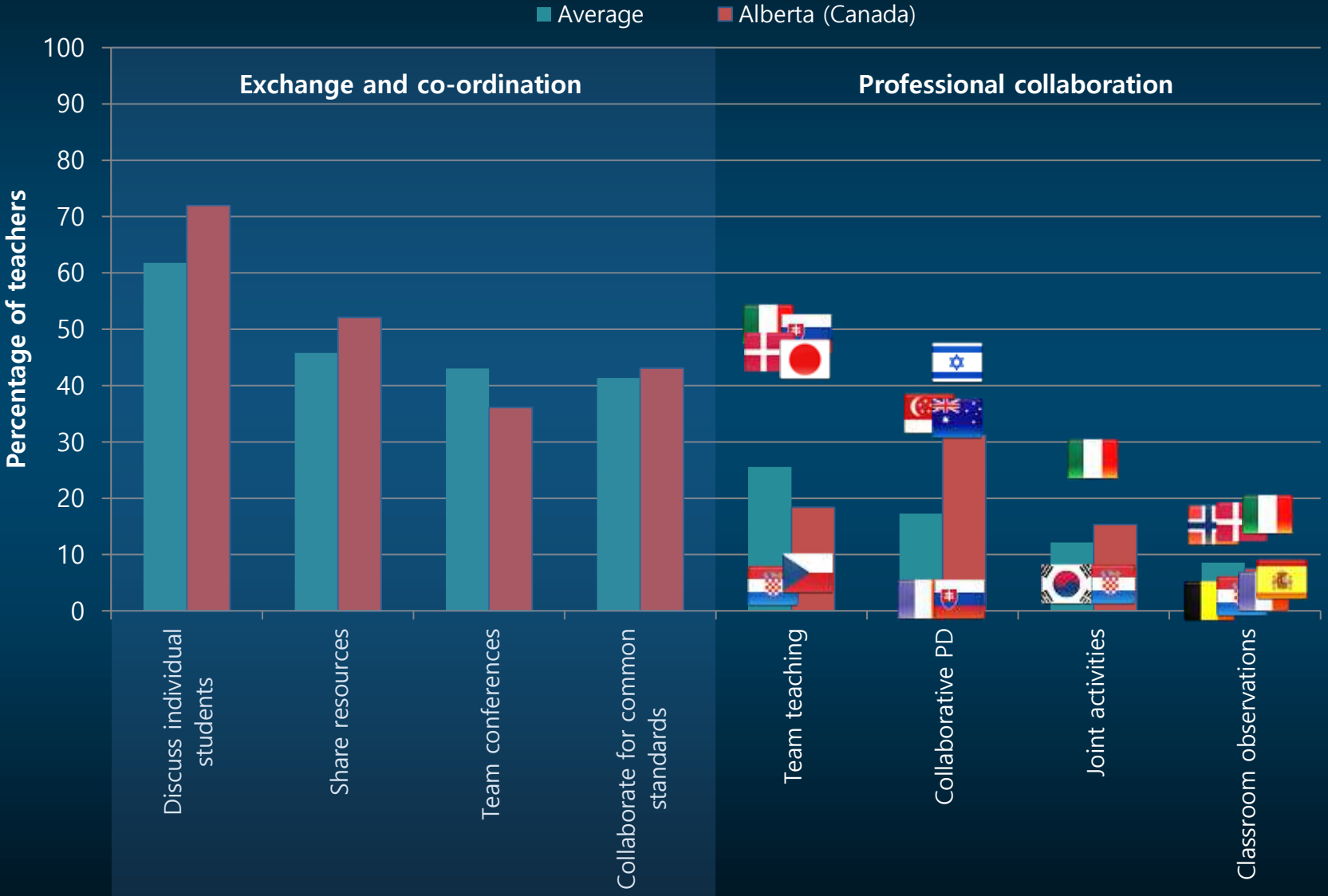


Teachers Self-Efficacy and Professional Collaboration



Teacher co-operation


Percentage of lower secondary teachers who report doing the following activities at least once per month






question survey context
condition opinion review
cause fact reason idea
sign
Feedback result
situation reply answer
record meaning relevance
response report
purpose summary sample

On average across TALIS countries,



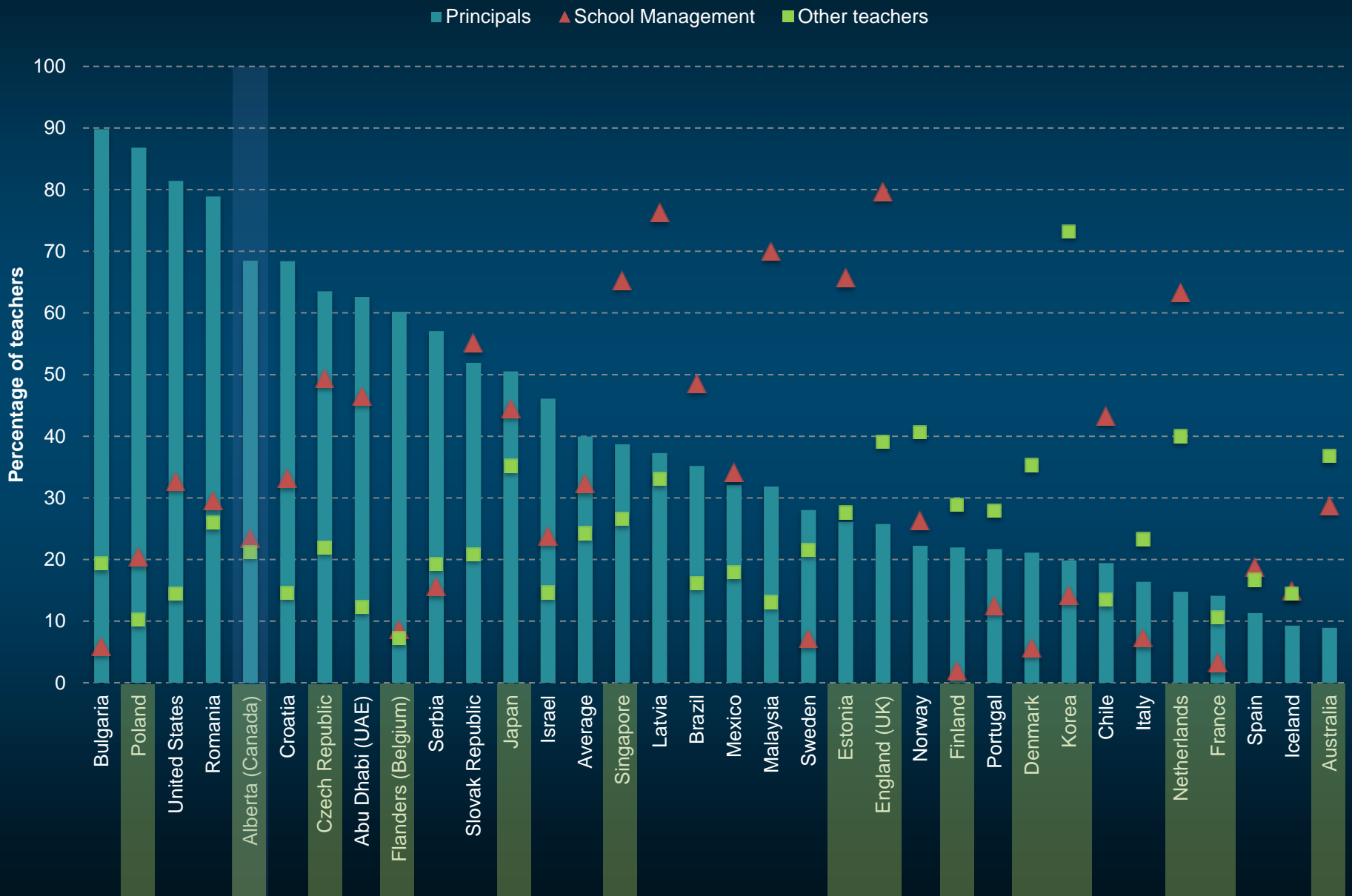
Just above half of the teachers report receiving **feedback** on their teaching from **one or two sources**



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

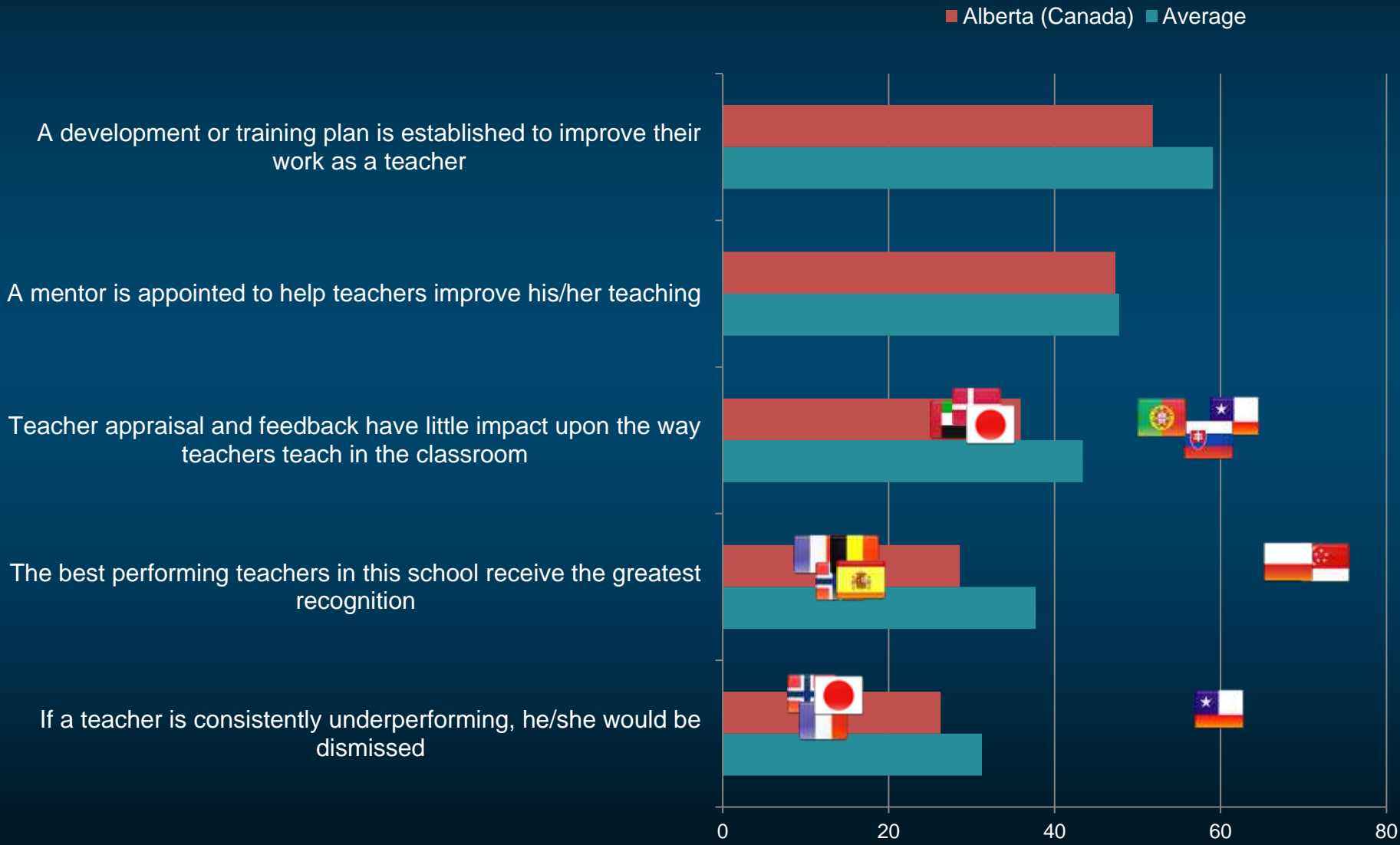


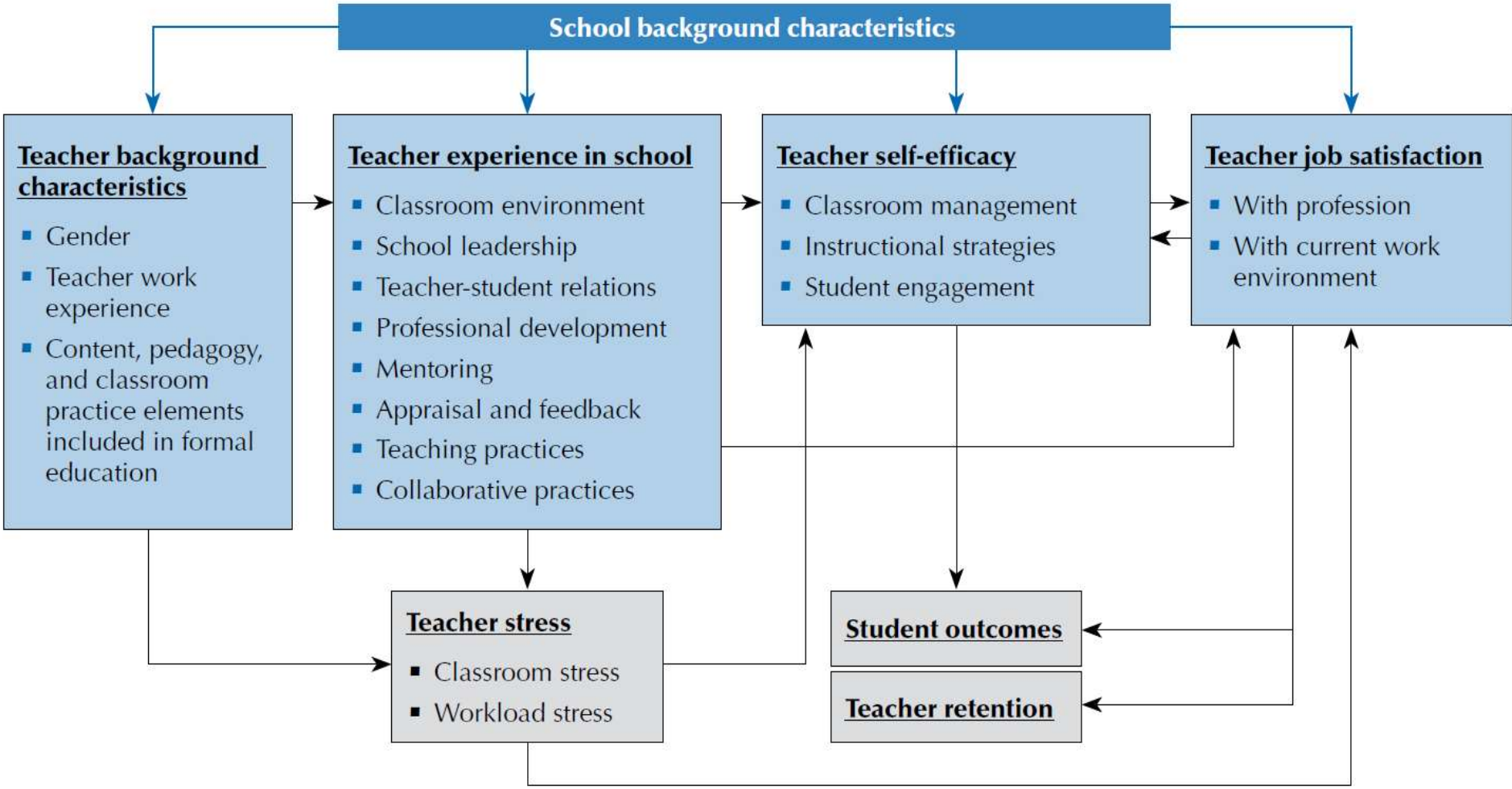
Teachers feedback : *direct classroom observations*



15 Consequences of feedback

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







Developing
and promoting
effective leadership
among principals, teachers,
and administrators

Excellence in school leadership

The standard for principals : The role in action

← Leadership requirements →

Professional practices



Vision and Values

Knowledge and understanding

Personal qualities, social and interpersonal skills

Leading teaching and learning

Developing self and others

Leading improvement, innovation and change

Leading the management of the school

Engaging and working with the community

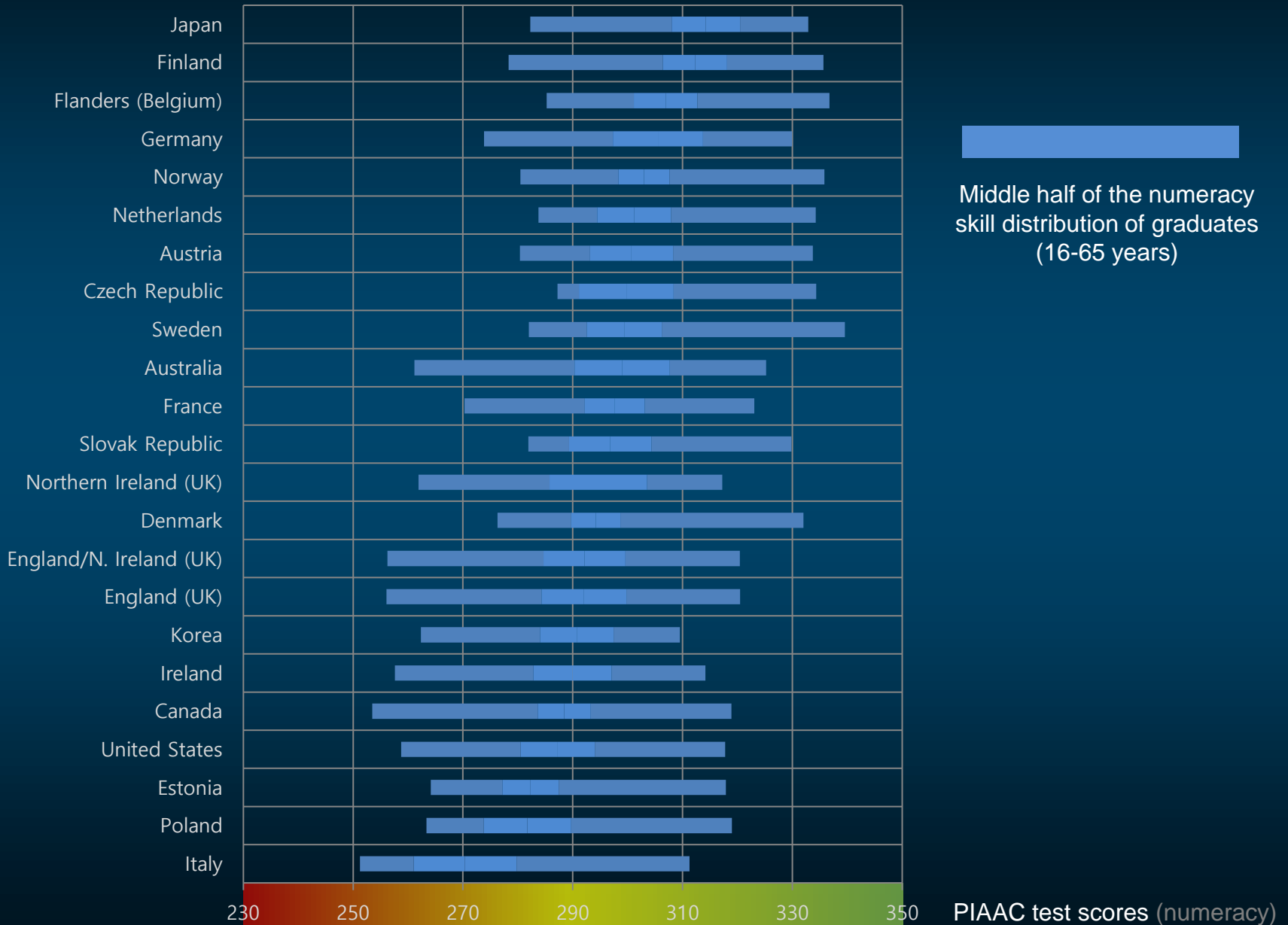
High quality learning, teaching and schooling



Successful learners, confident creative individuals and active informed citizens

Context: School, sector, community: socio-economic, geographic: and education systems at local, regional, national and global levels

Teacher skills and graduate skills (numeracy)

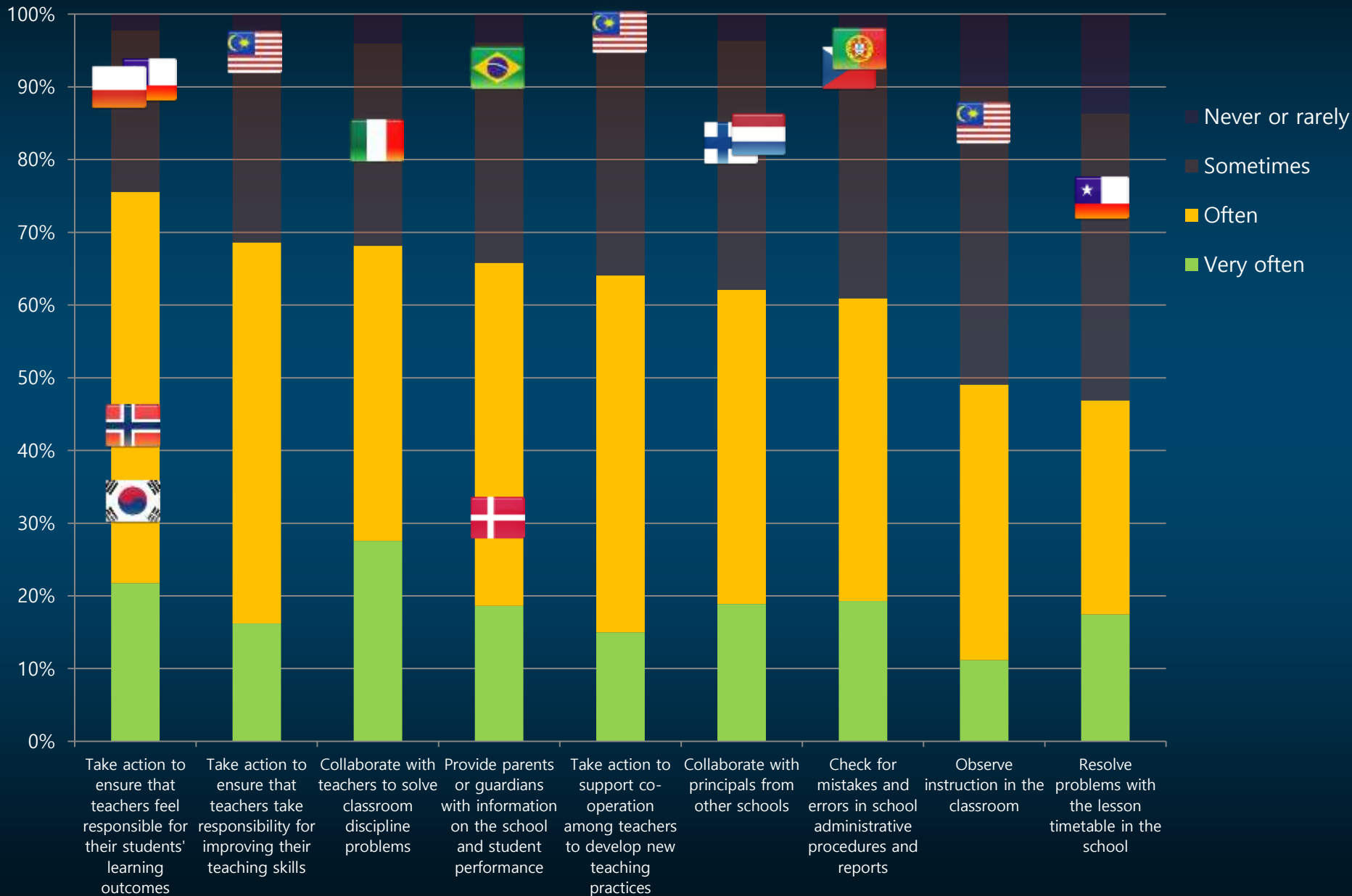


Teacher skills and graduate skills (numeracy)





Principals' Leadership



Take action to ensure that teachers feel responsible for their students' learning outcomes

Take action to ensure that teachers take responsibility for improving their teaching skills

Collaborate with teachers to solve classroom discipline problems

Provide parents or guardians with information on the school and student performance

Take action to support co-operation among teachers to develop new teaching practices

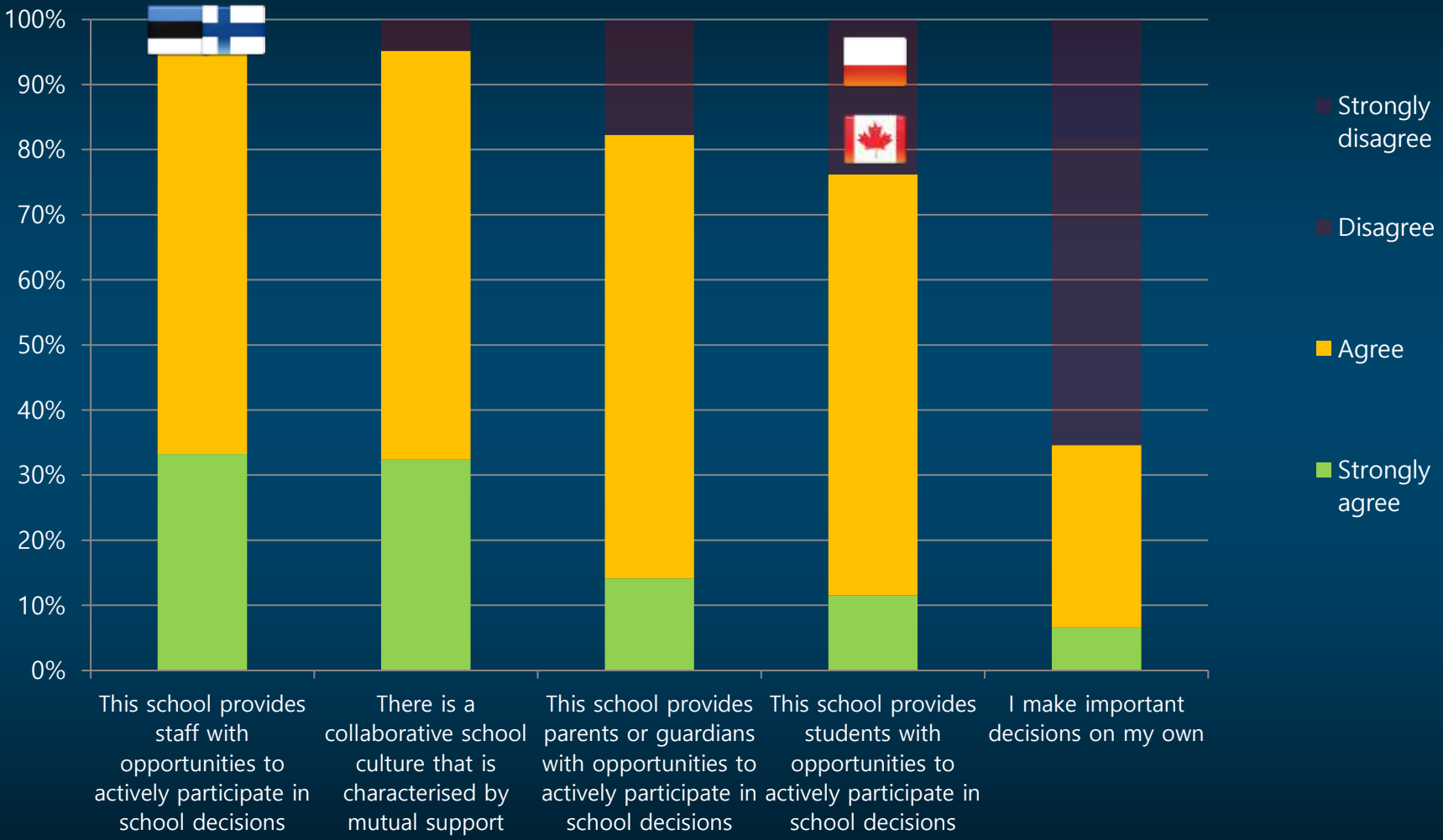
Collaborate with principals from other schools

Check for mistakes and errors in school administrative procedures and reports

Observe instruction in the classroom

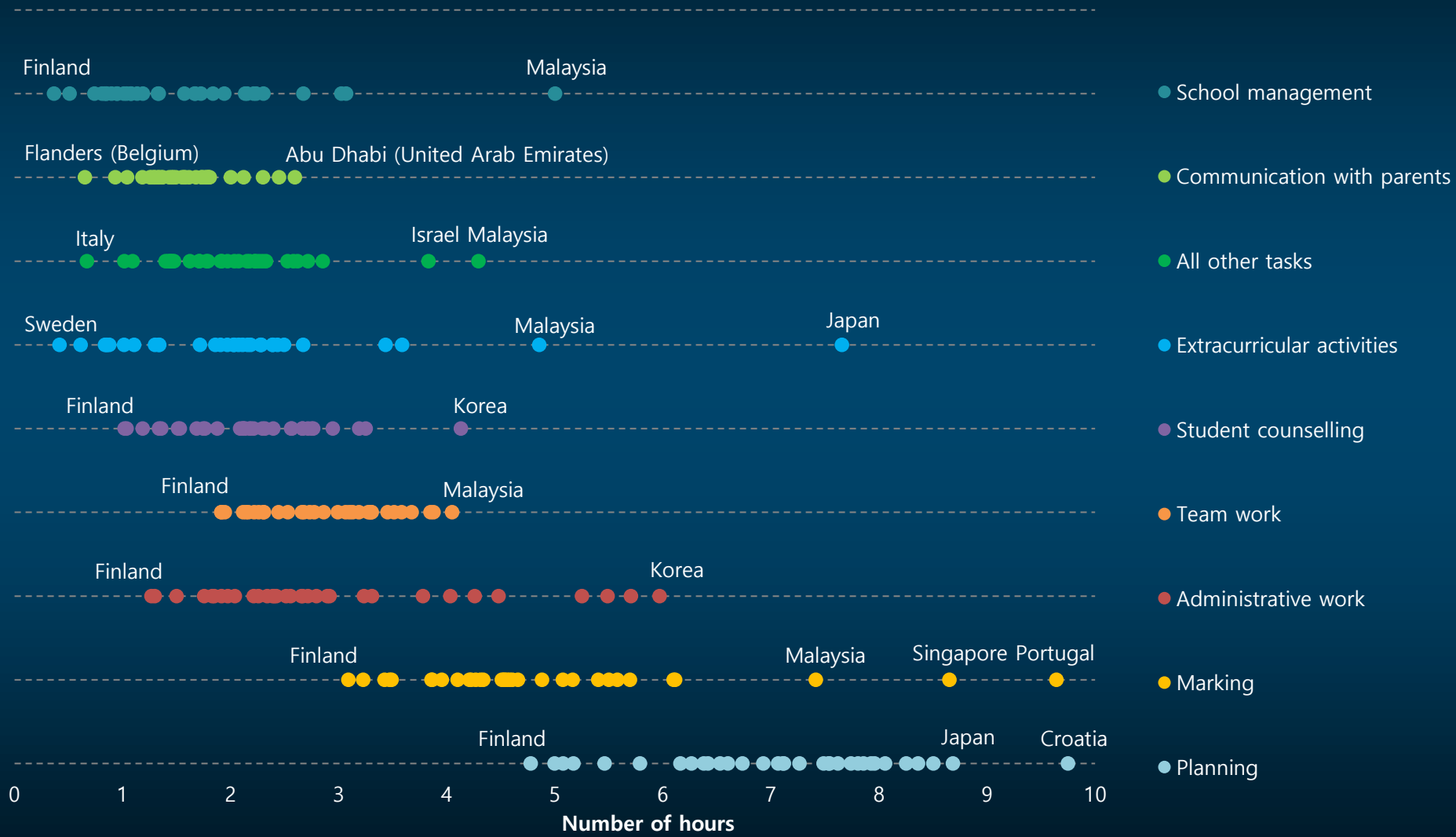
Resolve problems with the lesson timetable in the school

School decisions and collaborative school culture



What teachers do beyond teaching

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





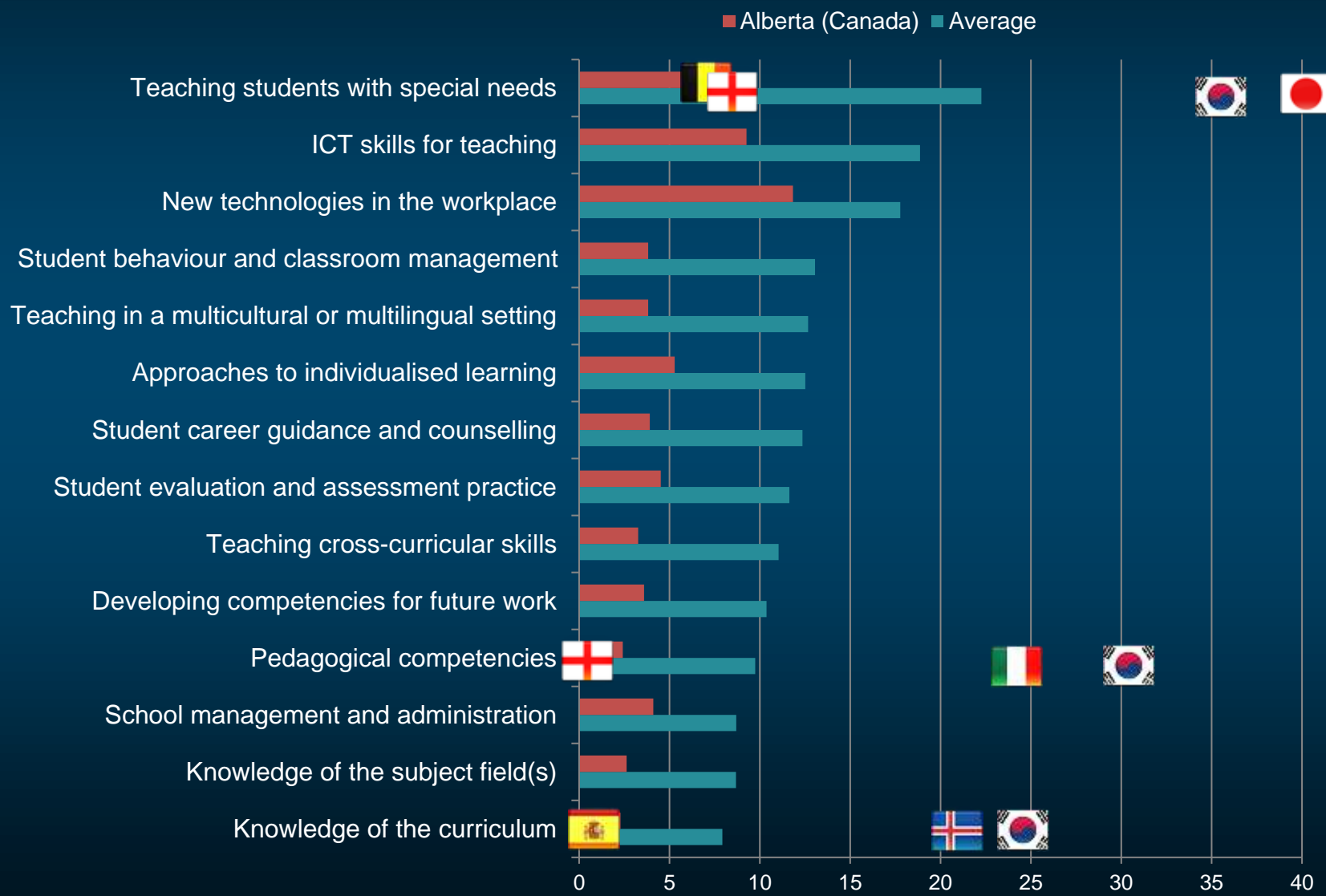
Regardless of the content, **over 3/4 of teachers** report that...



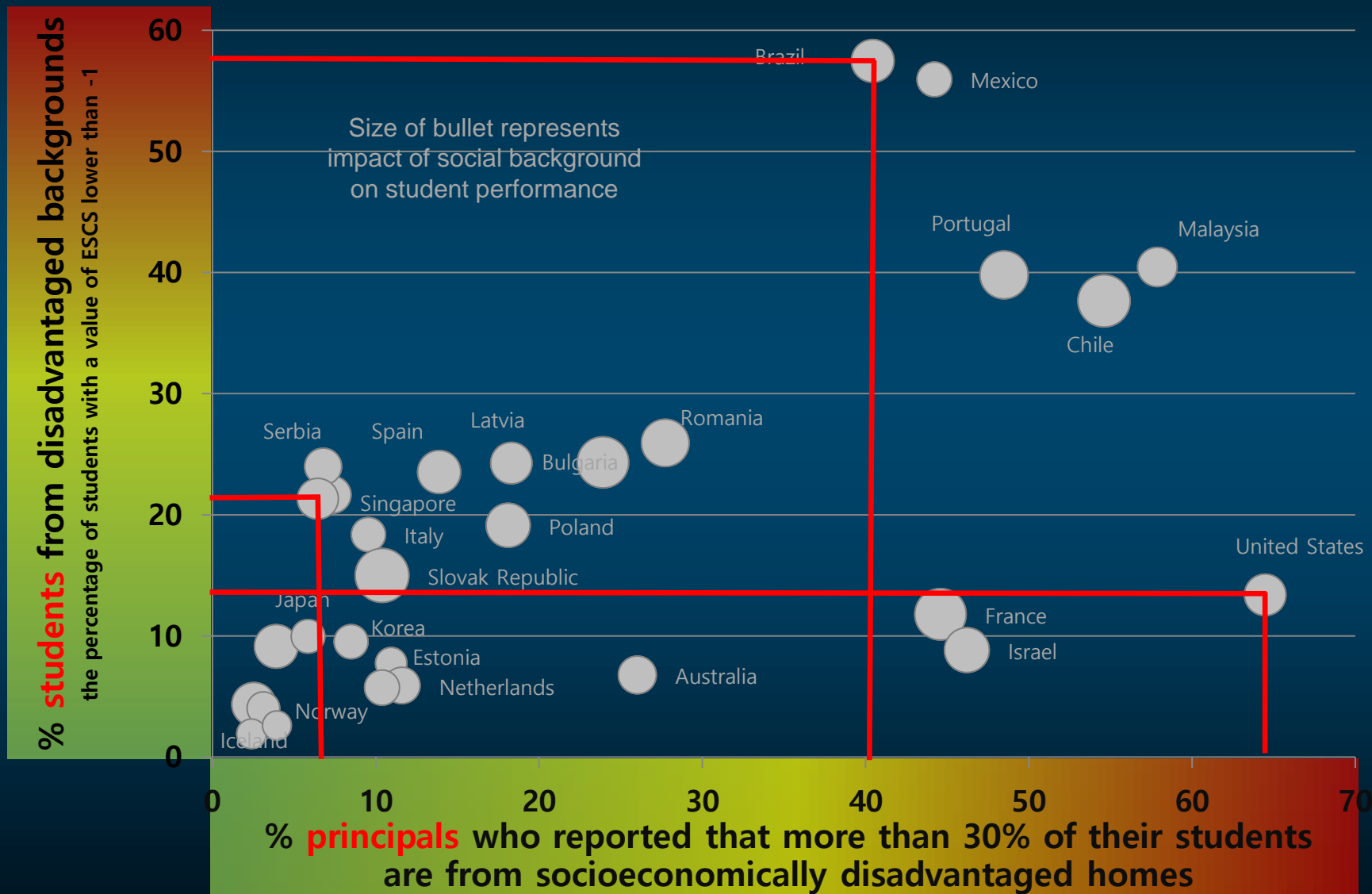
...the **professional development** in which they have participated has had a **positive impact on their teaching.**

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

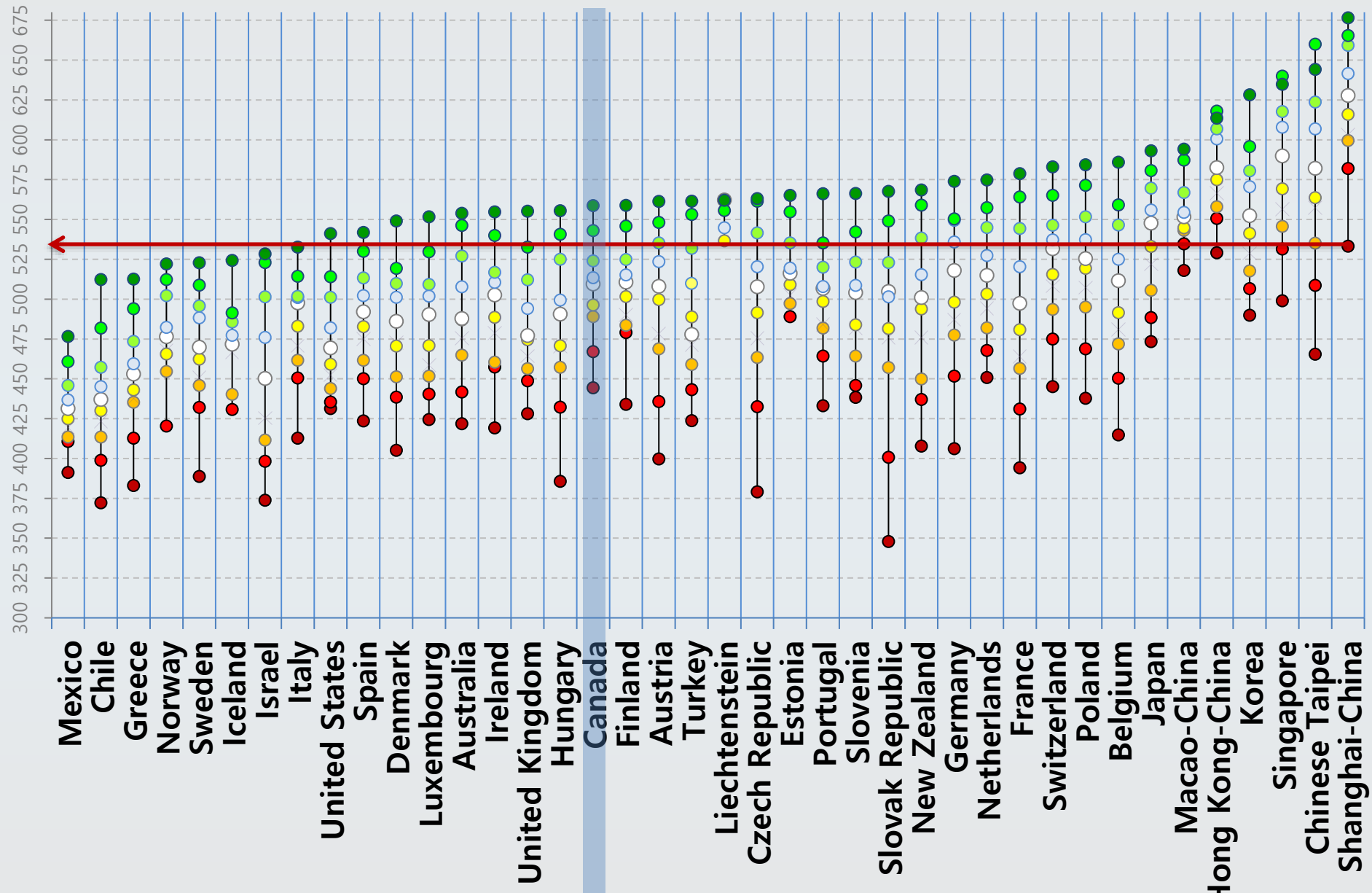


Social background – principal and students



Poverty isn't destiny

PISA performance by decile of social background



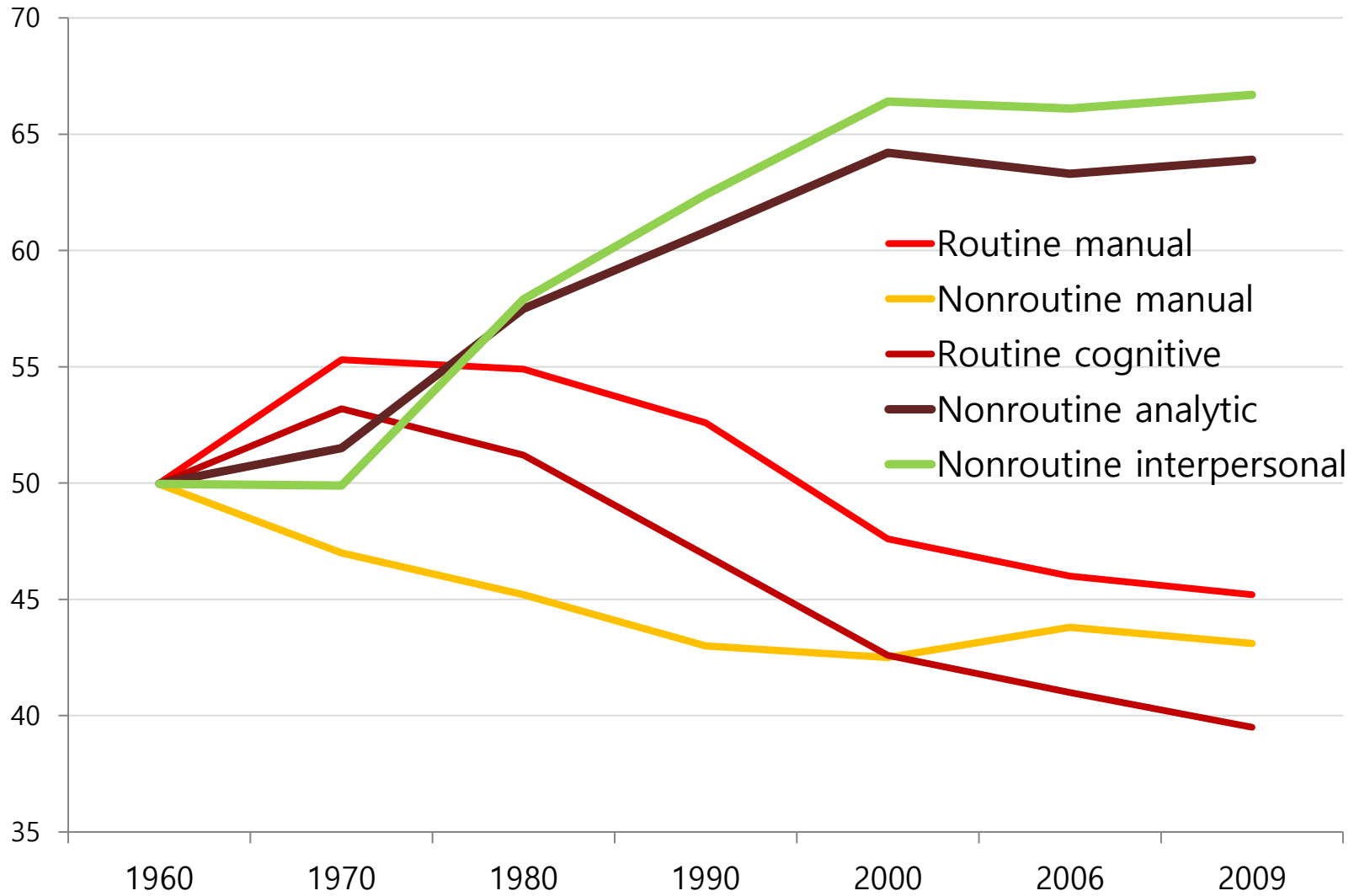


Encouraging innovation
in the 21st-century
classroom

Changes in the demand for skills

Trends in different tasks in occupations (United States)

Mean task input in percentiles of 1960 task distribution

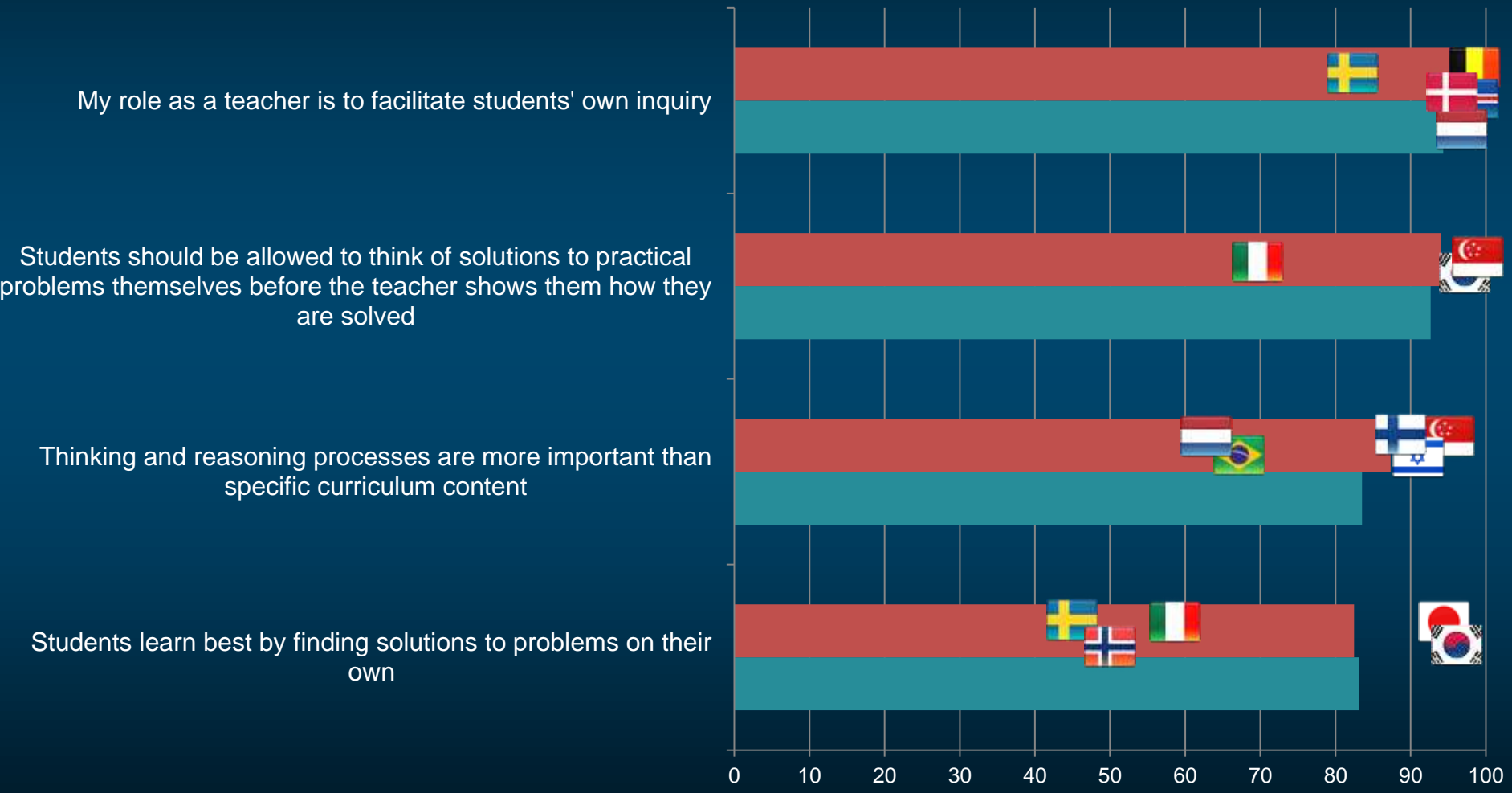


Source: Autor, David H. and Brendan M. Price. 2013. "The Changing Task Composition of the US Labor Market: An Update of Autor, Levy, and Murnane (2003)." MIT Mimeo, June.

Most teachers value 21st century pedagogies...

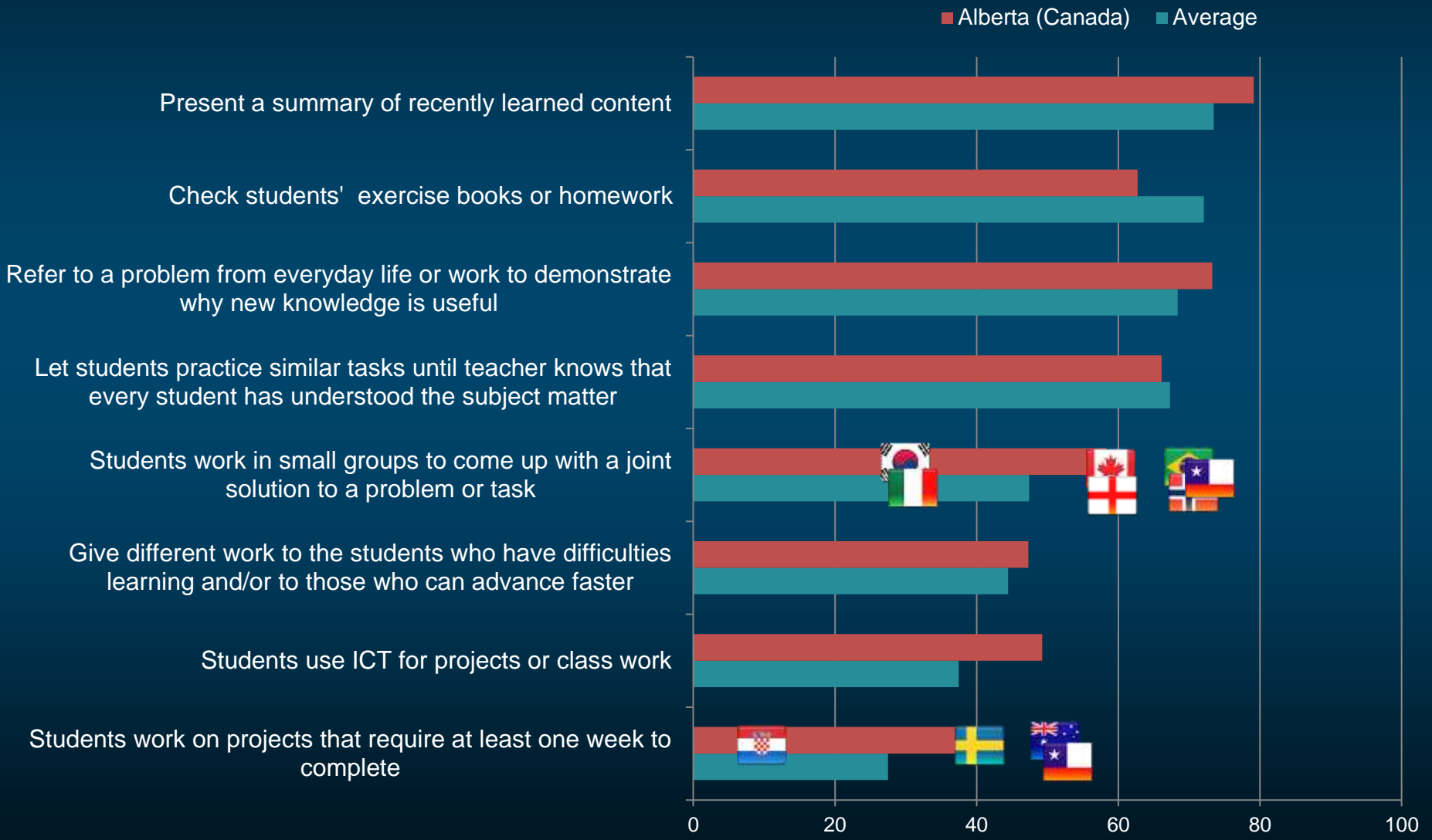
Percentage of lower secondary teachers who "agree" or "strongly agree" that:

Alberta (Canada) Average



...but teaching practices do not always reflect that

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

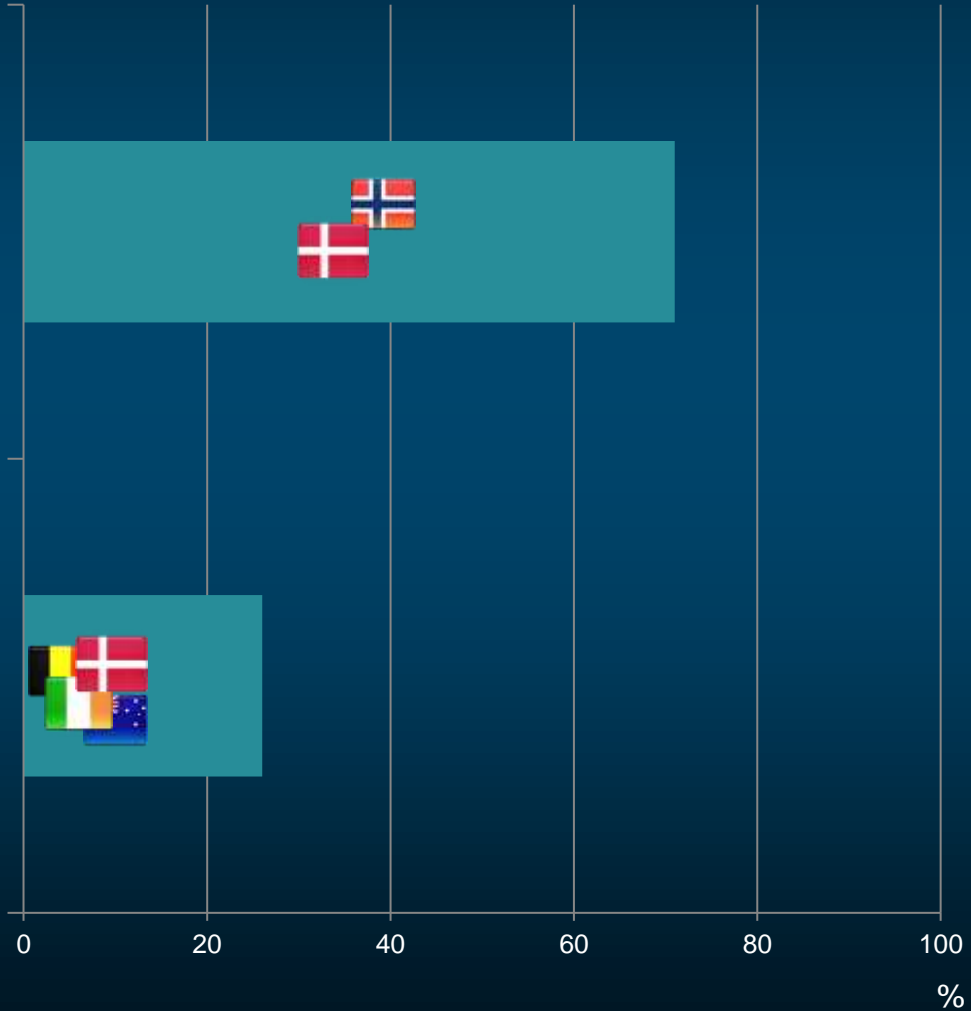


Percentage of lower secondary teachers (2008)

Average

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

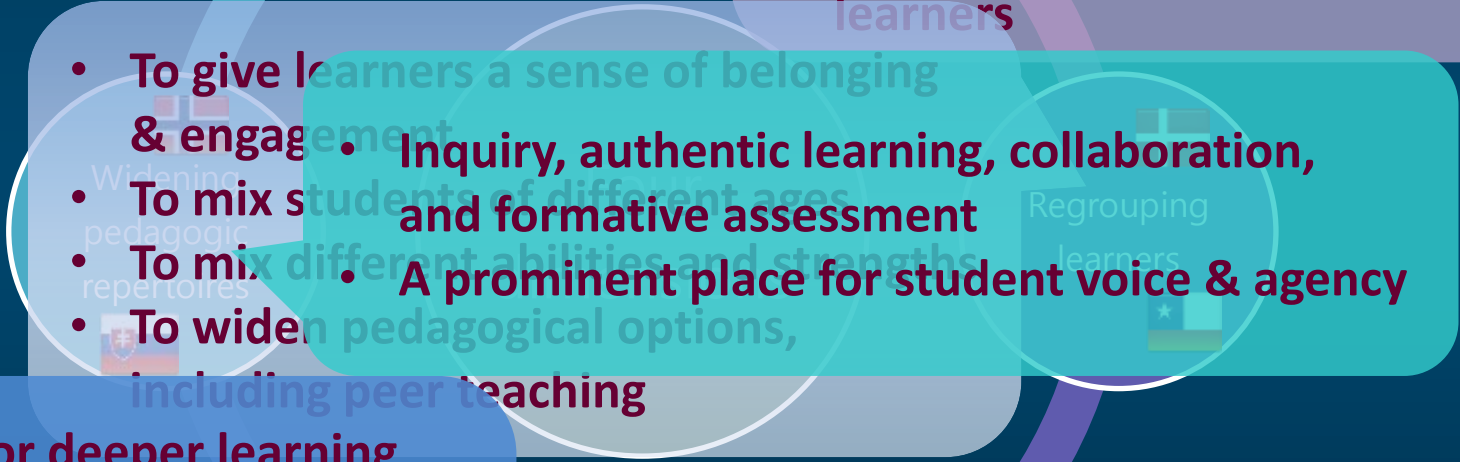
If I am more innovative in my teaching, I will be rewarded



Innovating to create 21st-century learning environments



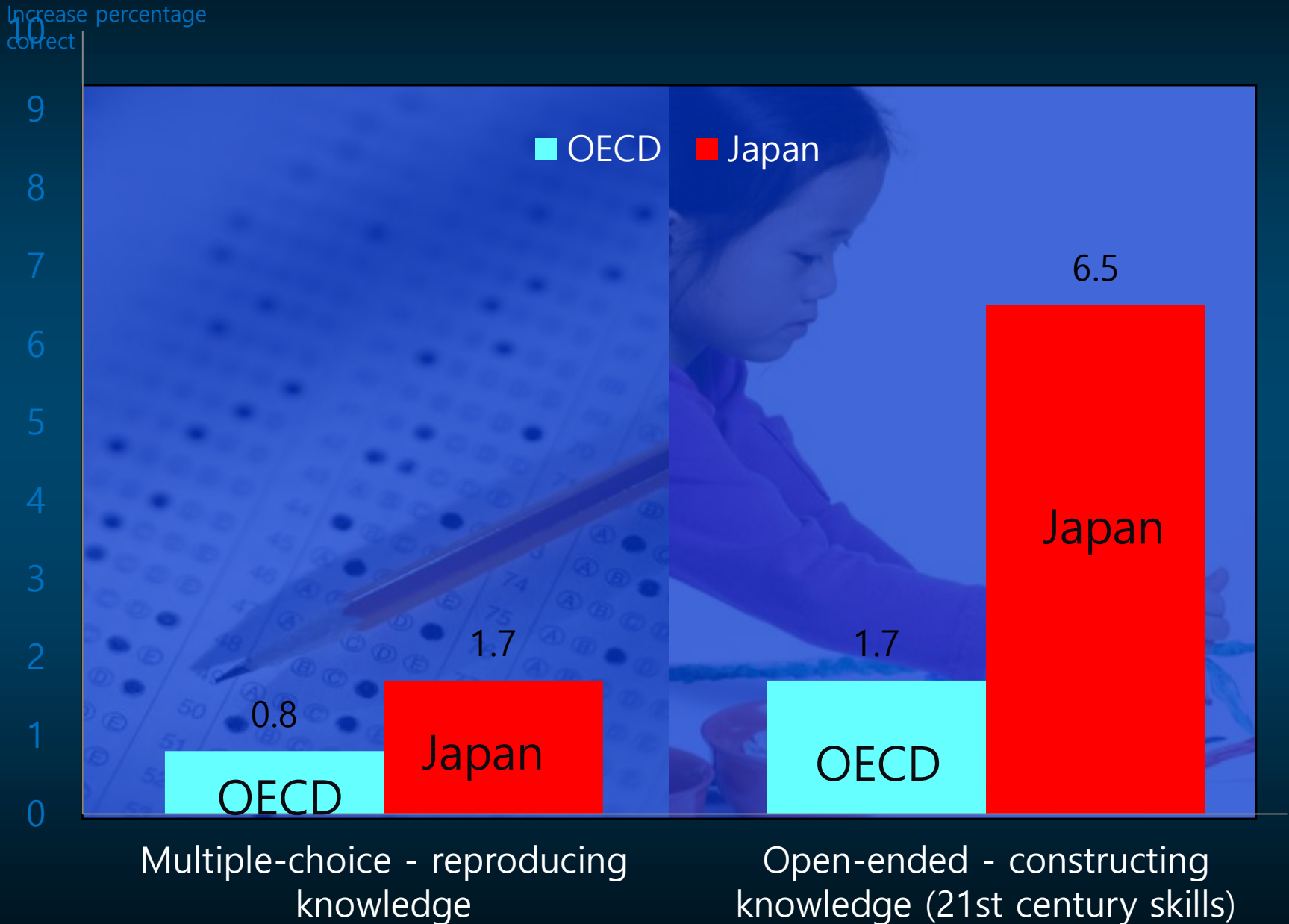
- To gain the benefits of collaborative planning, work, and shared professional development strategies
- To open up pedagogical options
- To give extra attention to groups of learners



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



Changes in instructional practice – PISA 2006-9



Find out more about our work at www.oecd.org

- All 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