

How to best shape teacher policies?

Informal Meeting of
Ministers of Education

25-26 June 2014
Tokyo





Over 100 thousand randomly selected lower secondary teachers and their school leaders from over 6500 schools



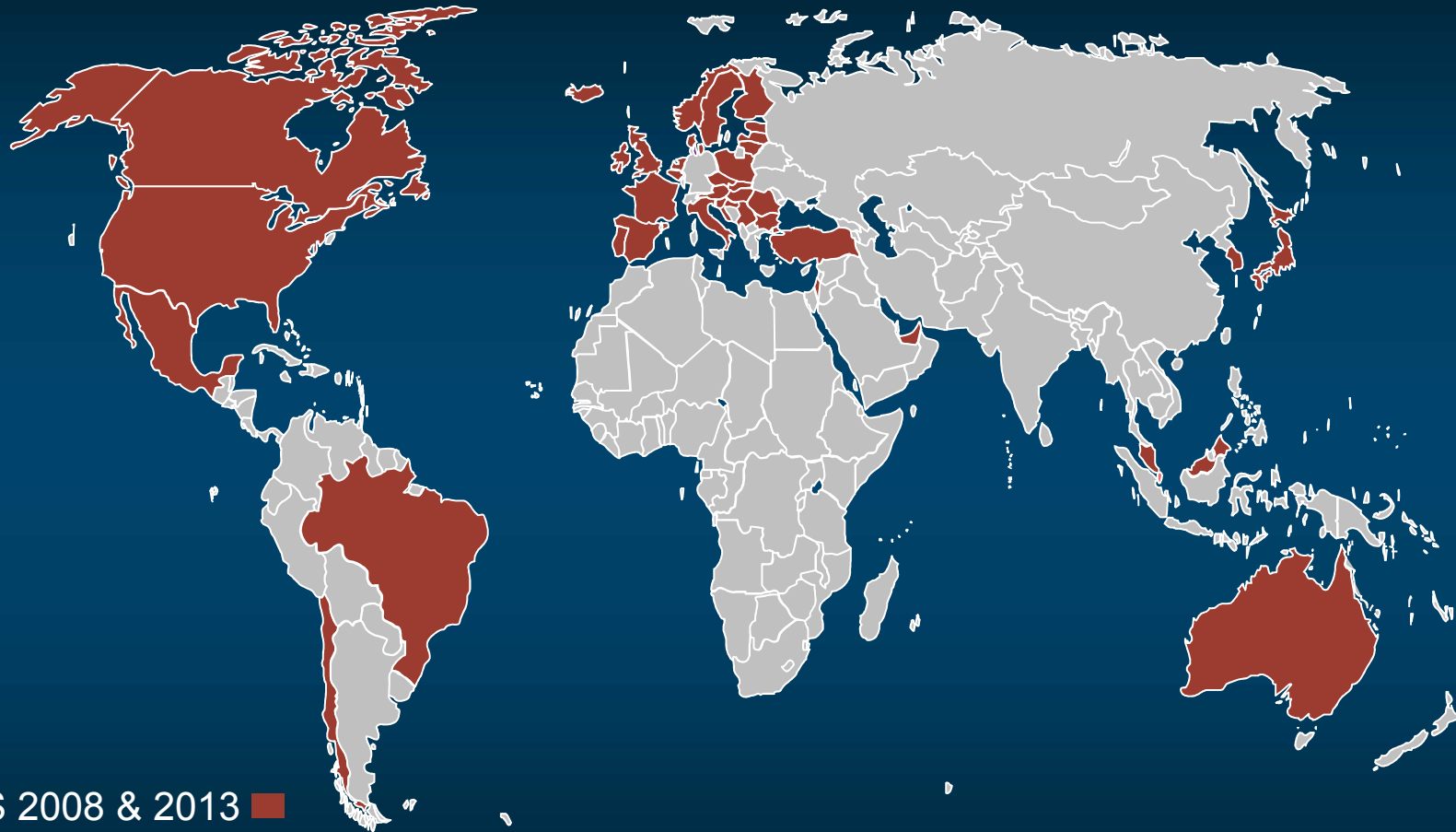
...representing more than 4 million teachers in 34 countries...



...took an internationally-agreed survey about the working conditions and learning environments in their schools...



...responding to questions about their background, their teaching practices, support and development, their relationships with colleagues and students and the leadership in their schools



**Note: TALIS only runs in a sub-national entity of the following countries: Belgium (Flemish Community), Canada (Alberta), United Arab Emirates (Abu Dhabi) and United Kingdom (England) . This map is for illustrative purposes and is without prejudice to the status of or sovereignty over any territory covered by this map.*

TALIS seeks to help with ...

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



5

Education Reform Trajectories

The old bureaucratic system

Student inclusion

The modern enabling system

Some students learn at high levels

All students need to learn at high levels

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

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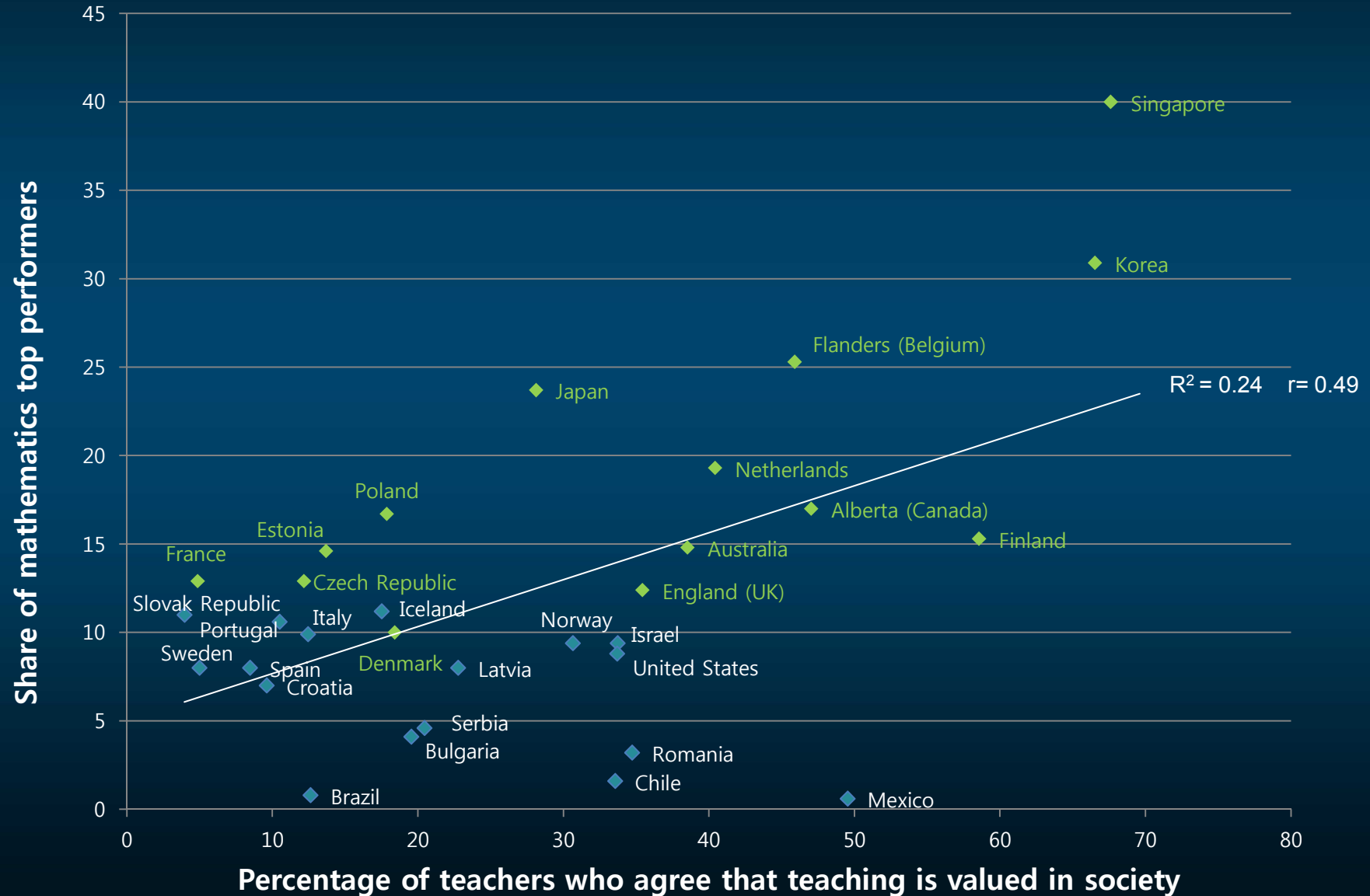
Teachers' perceptions of the value of teaching

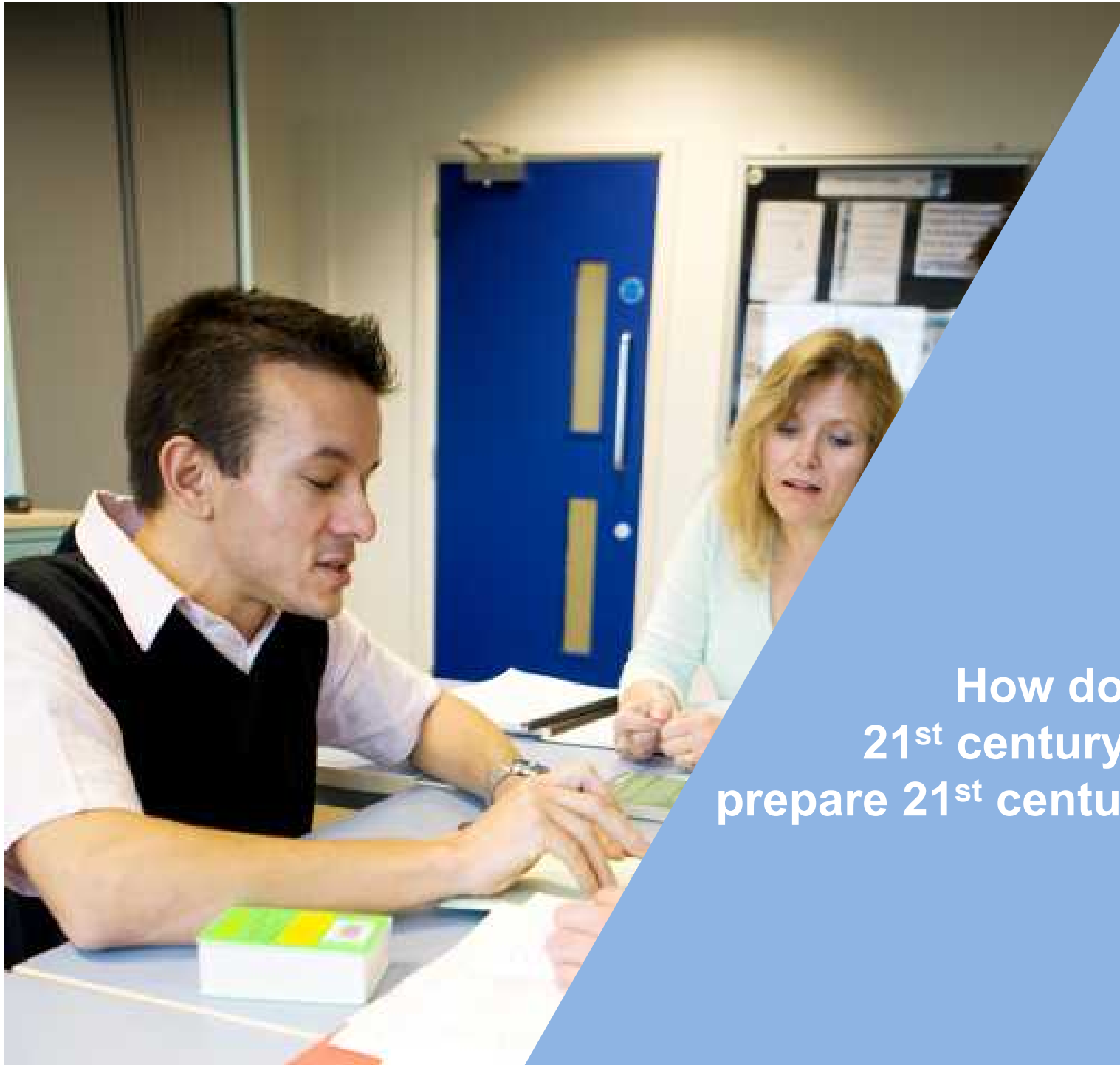
Percentage of lower secondary teachers who "agree" or "strongly agree" that teaching profession is a valued profession in society



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

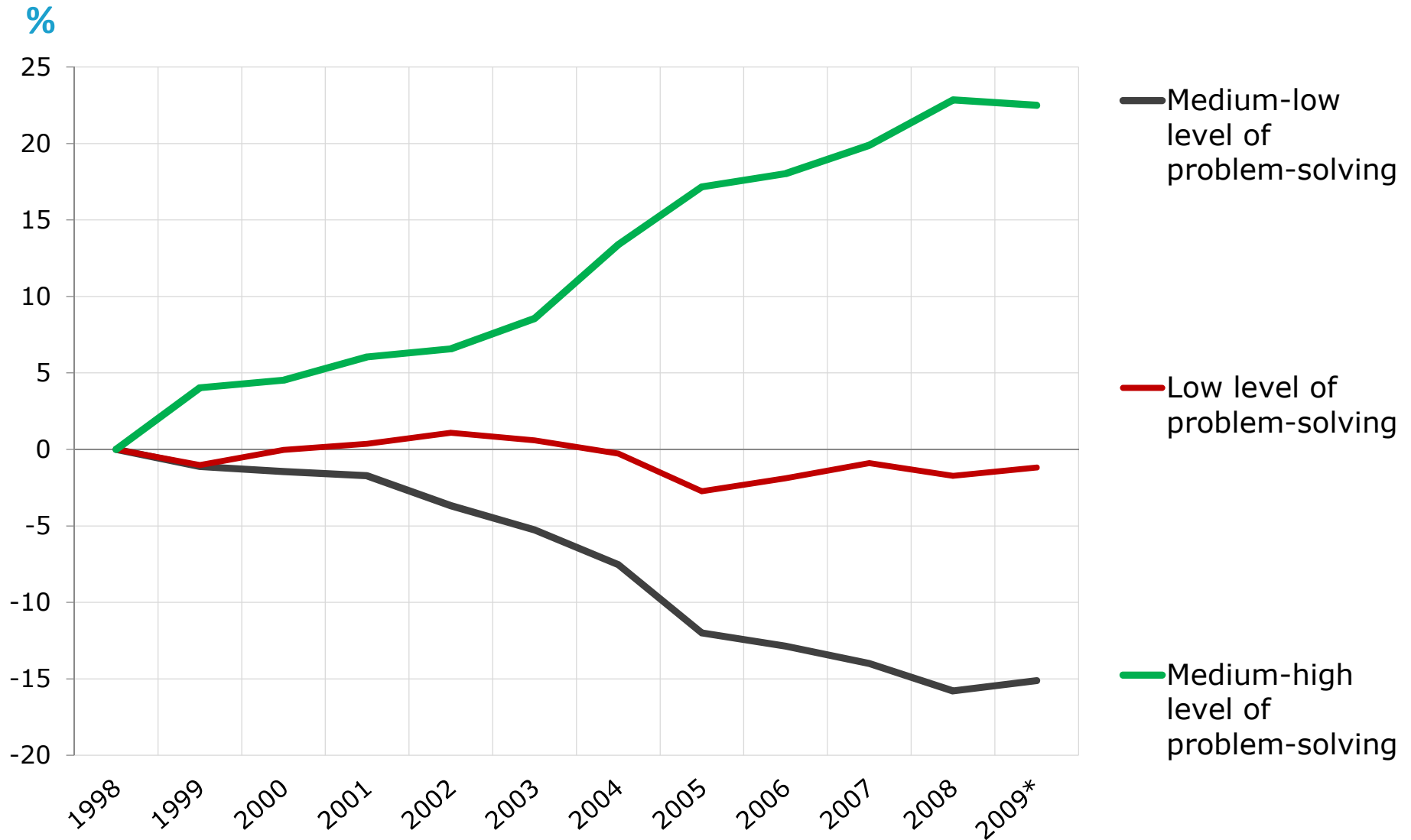




SESSION 1

How do we develop
21st century teachers to
prepare 21st century learners?

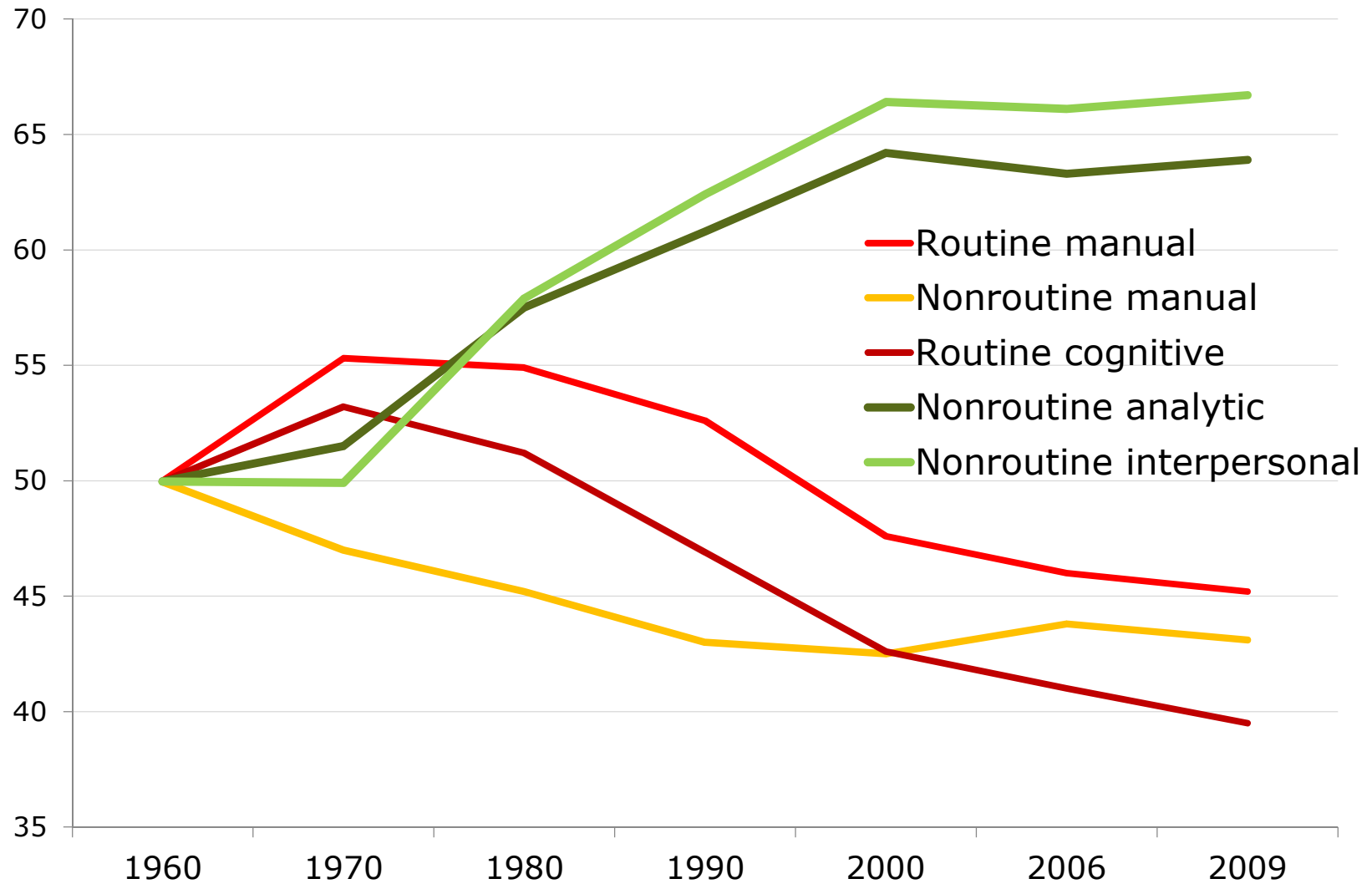
Evolution of employment in occupational groups defined by problem-solving skills (PIAAC)



Changes in the demand for skills

Trends in different tasks in occupations (United States)

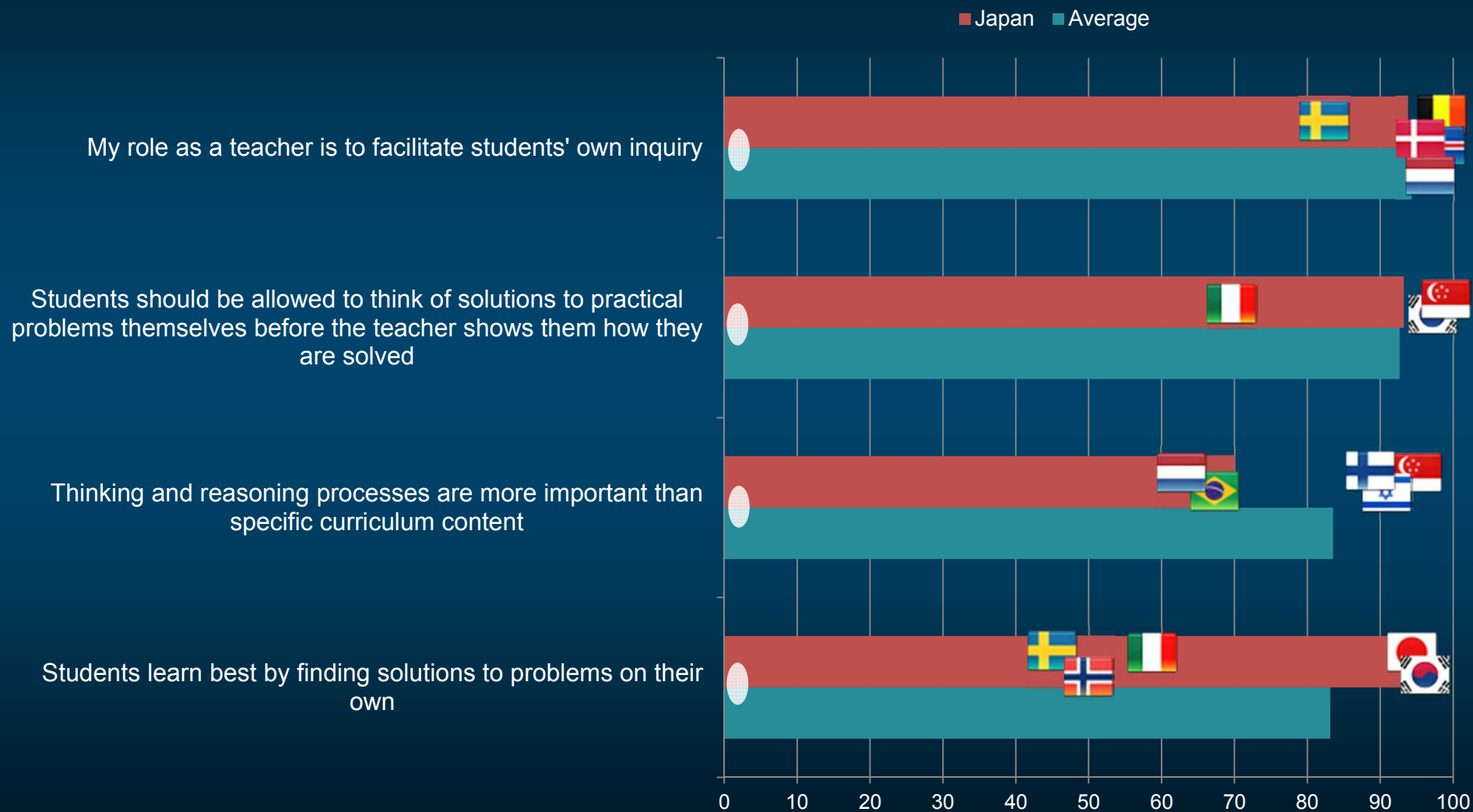
Mean task input in percentiles of 1960 task distribution



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 Mimeograph, June.

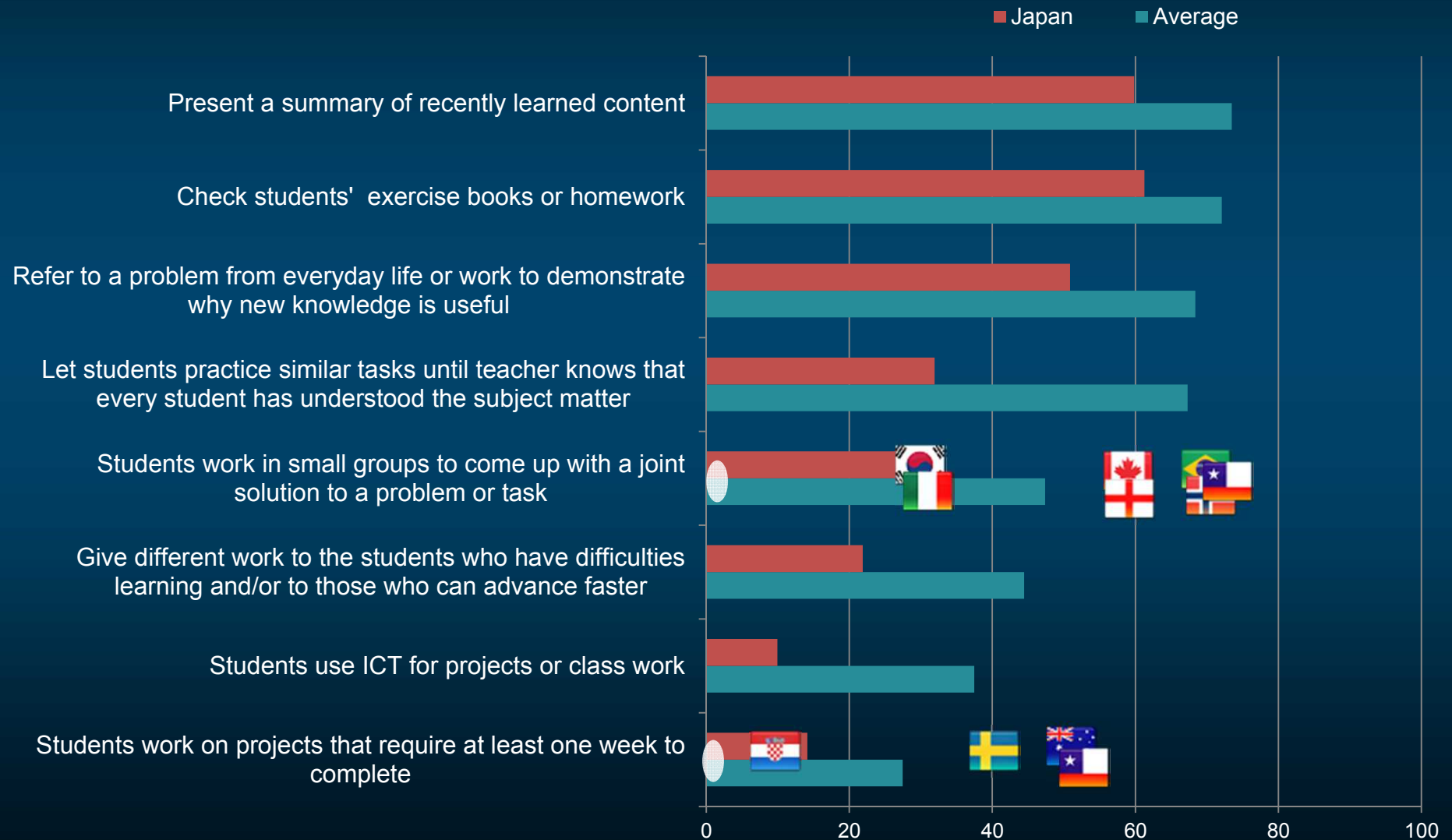
Most teachers value 21st century pedagogies...

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



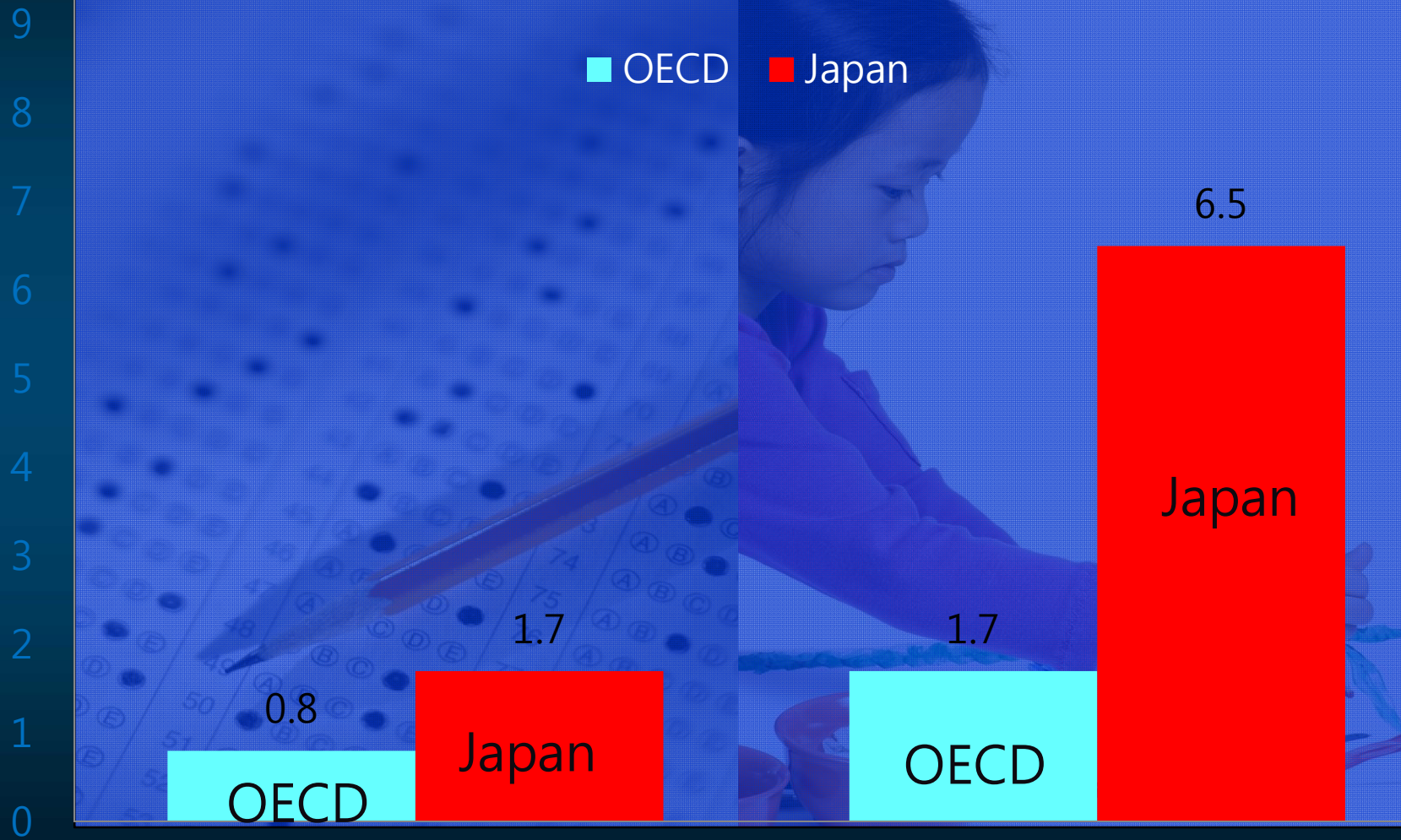
...but teaching practices do not always reflect that

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



Changes in instructional practice – PISA 2006-9

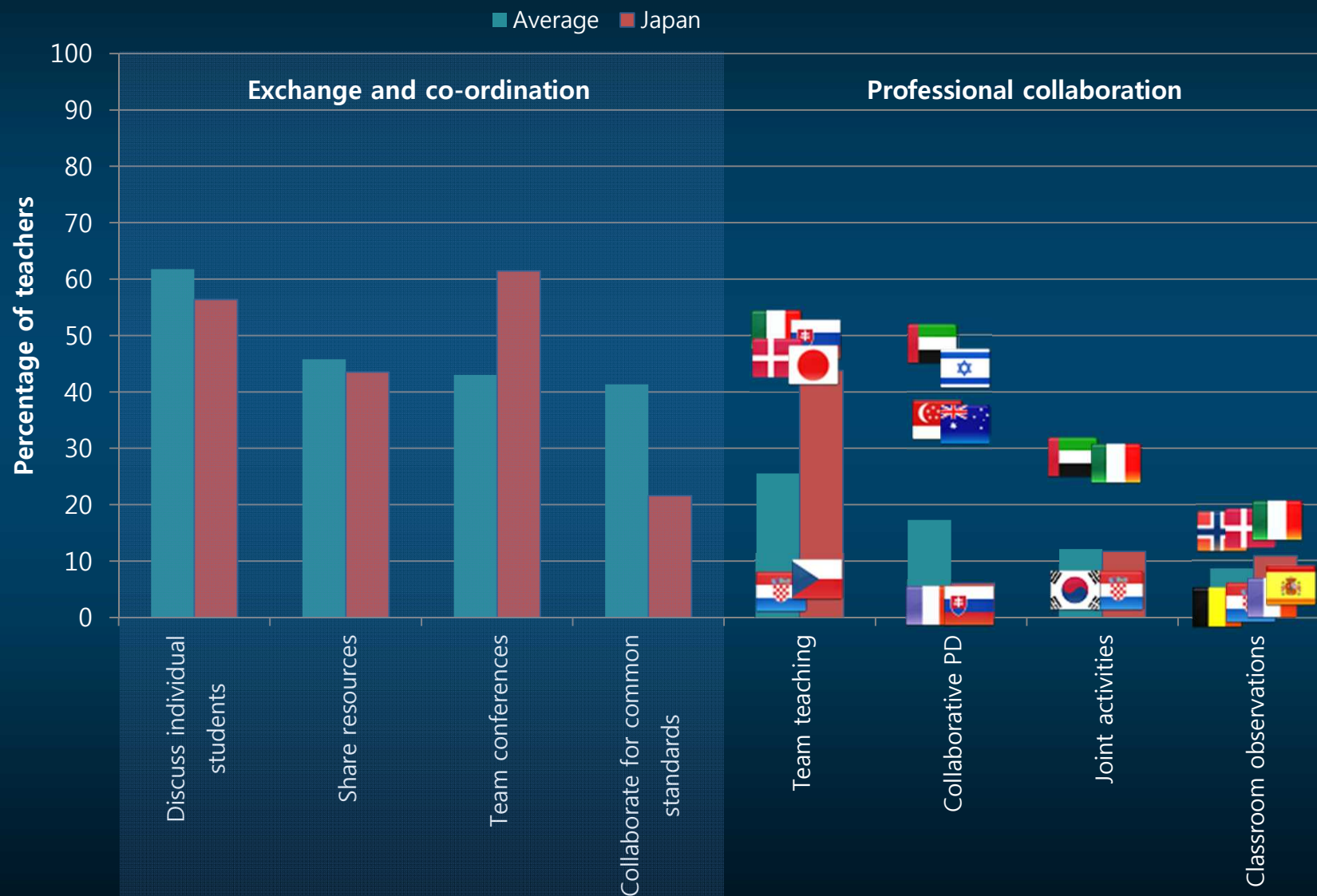
Increase percentage correct



Multiple-choice - reproducing knowledge

Open-ended - constructing knowledge (21st century skills)

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



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

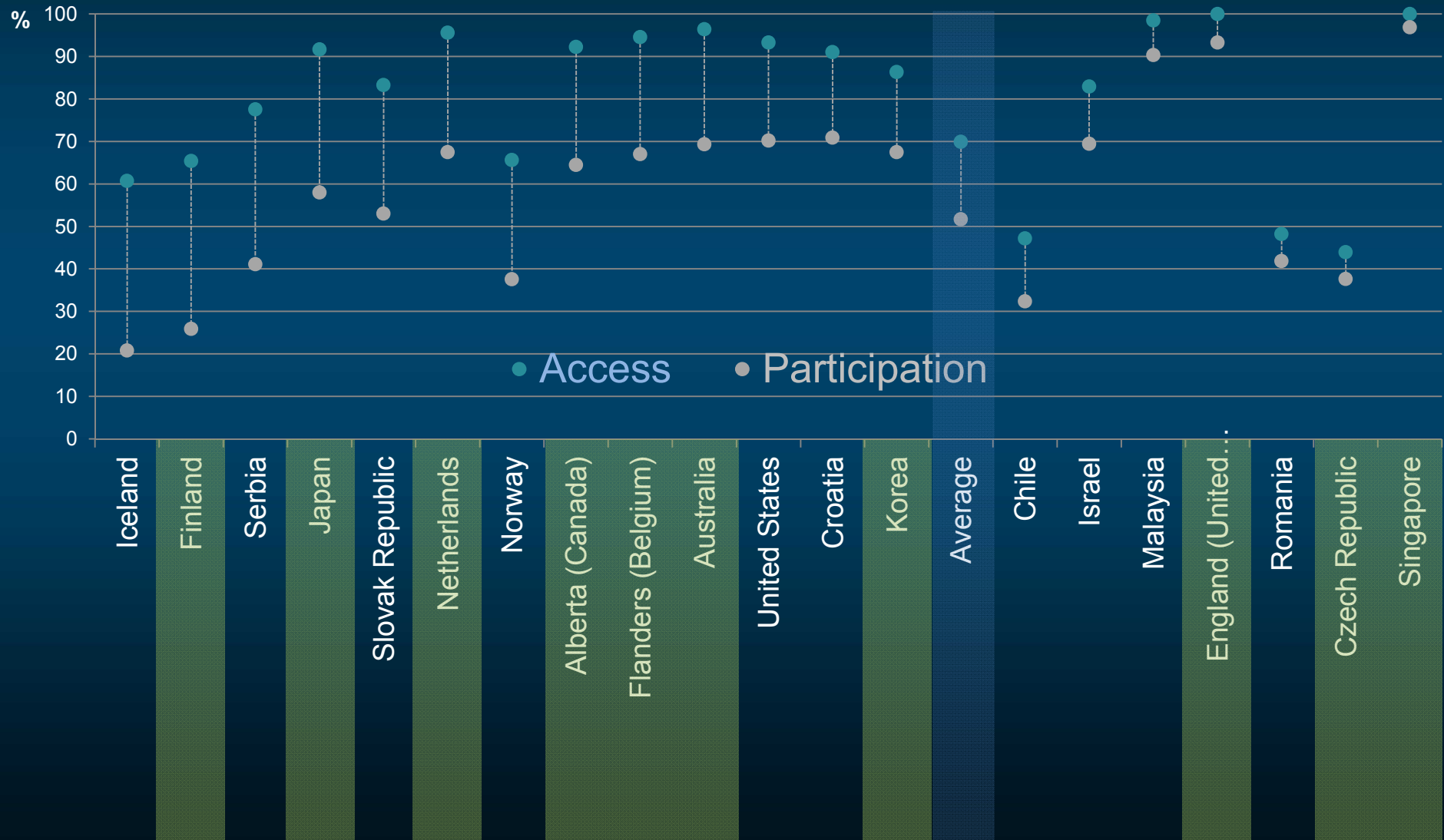
the higher their level of *self-efficacy*.

The same is true for *job satisfaction*.



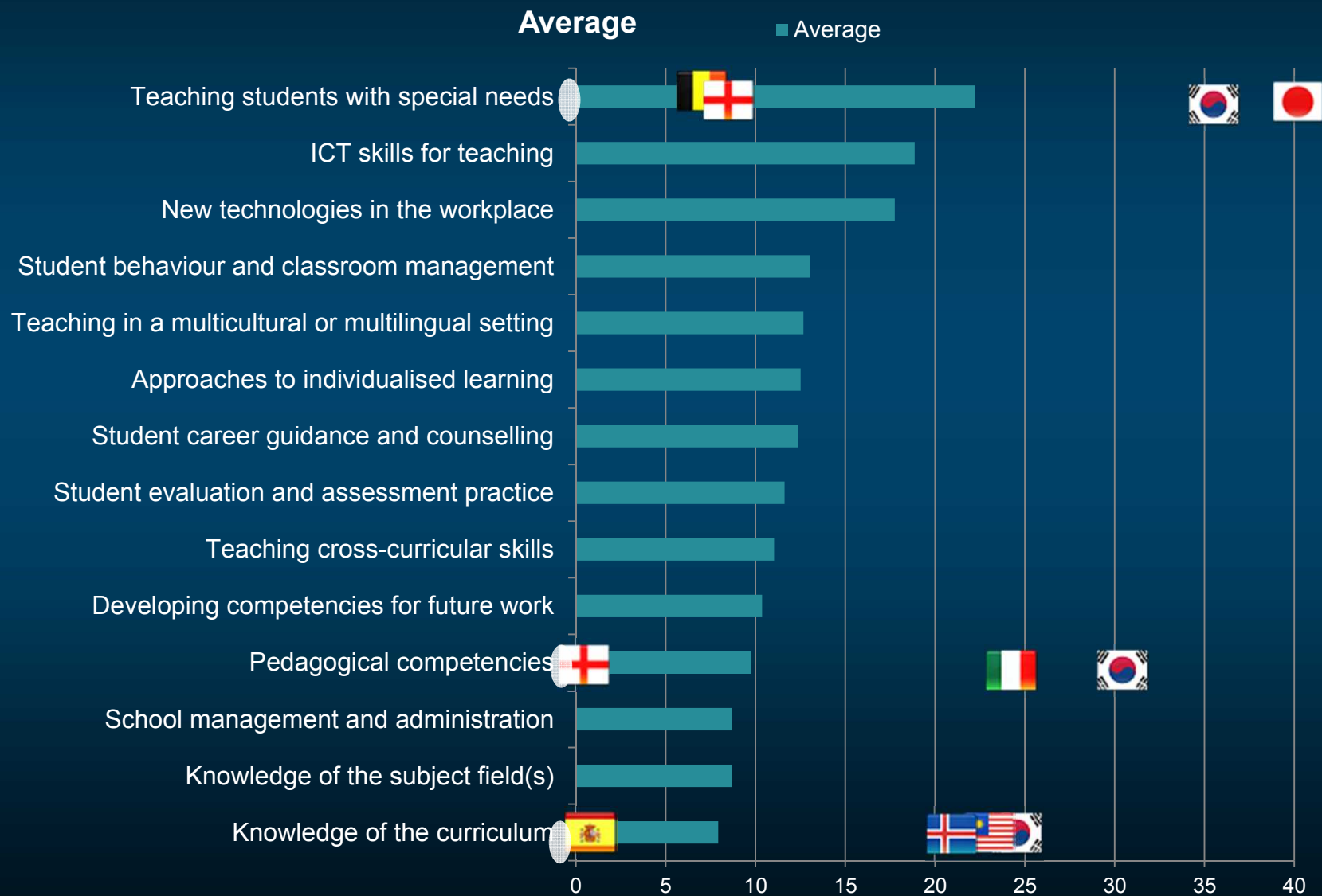
Not everywhere where induction programmes are accessible do teachers use them

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' needs for professional development

Percentage of lower secondary teachers indicating they have a high level of need for professional development in the following areas

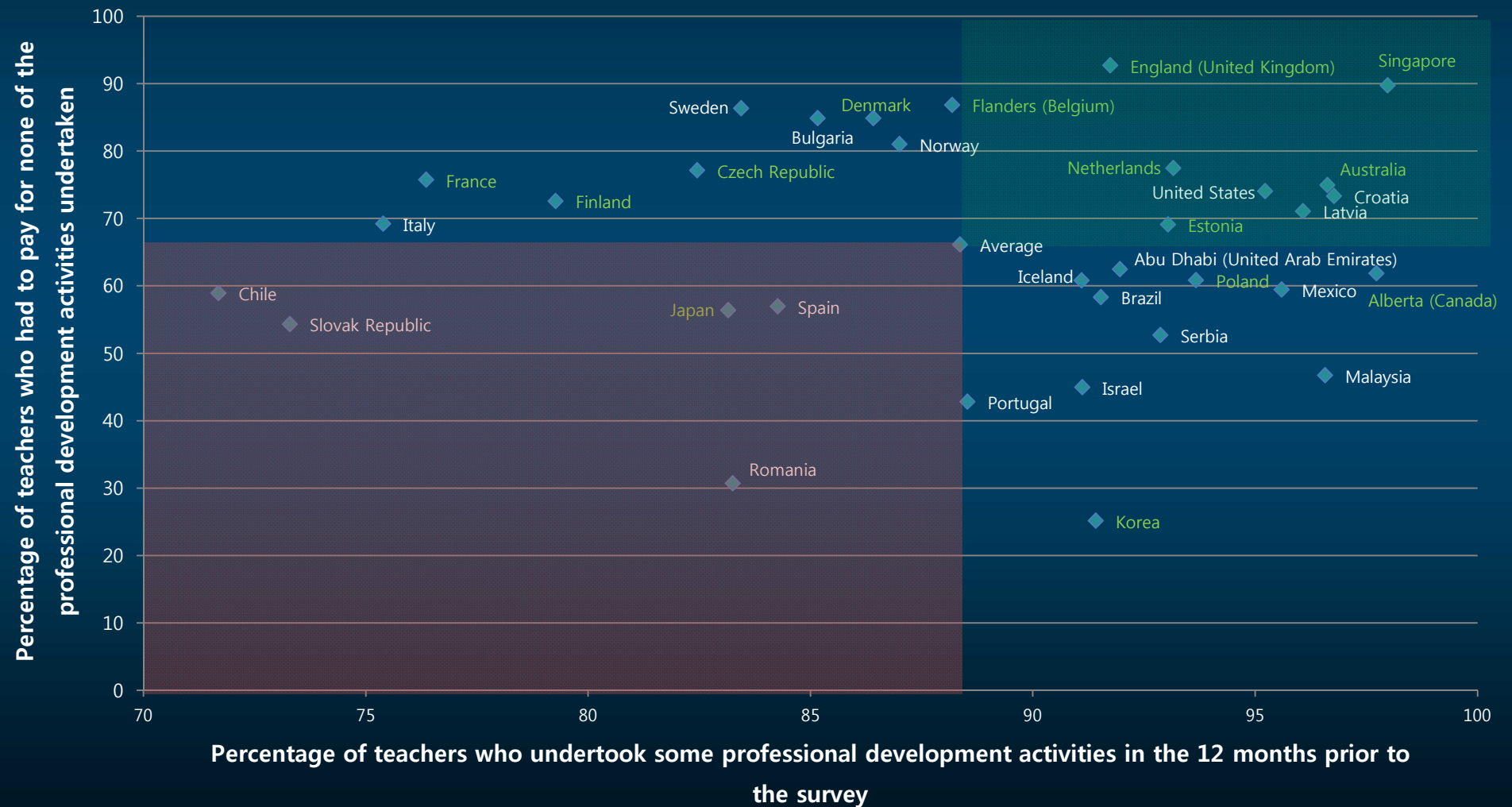


Barriers to professional development participation

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



Participation in professional development and level of support received by teachers





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**.

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

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

Governments

and centres

European
Commission

Teachers' unions

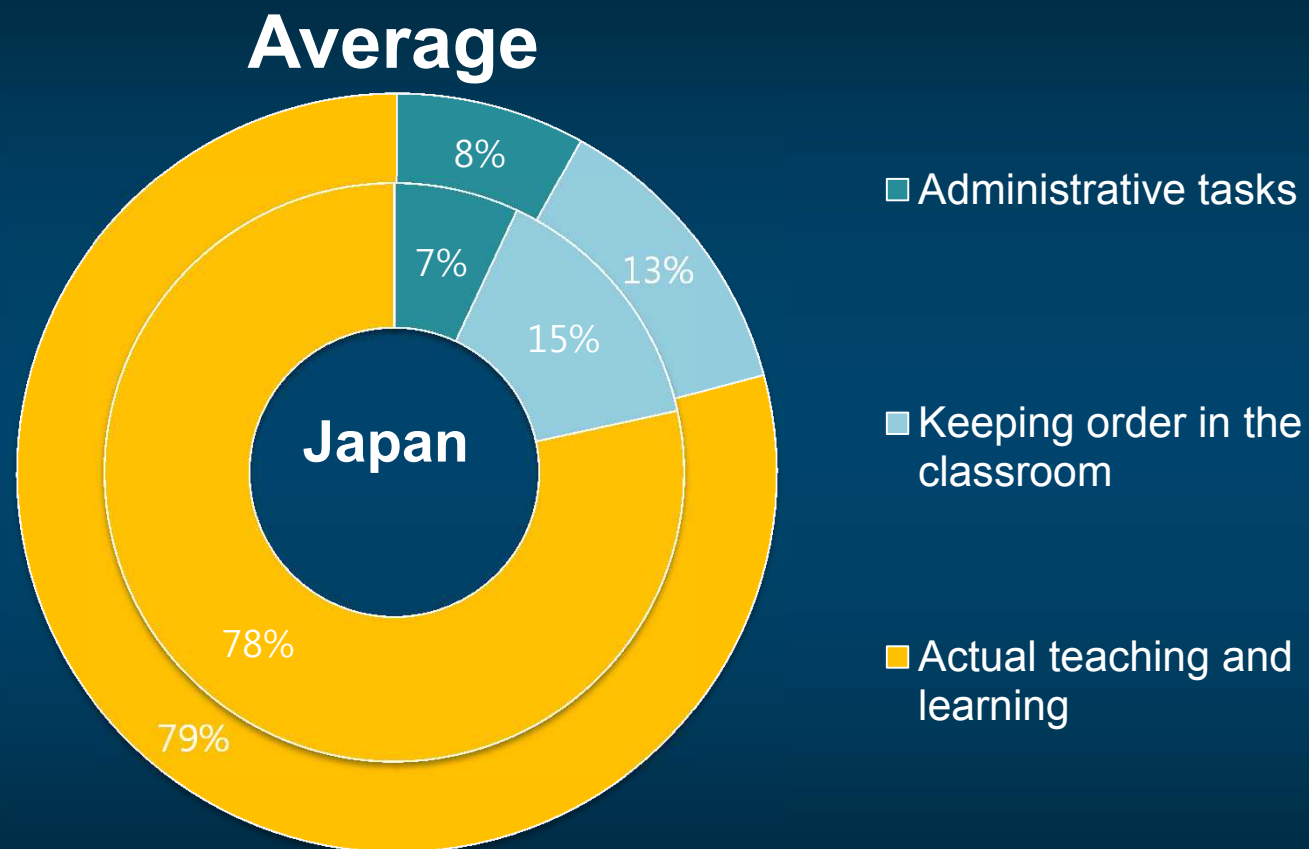
an international
research
consortium



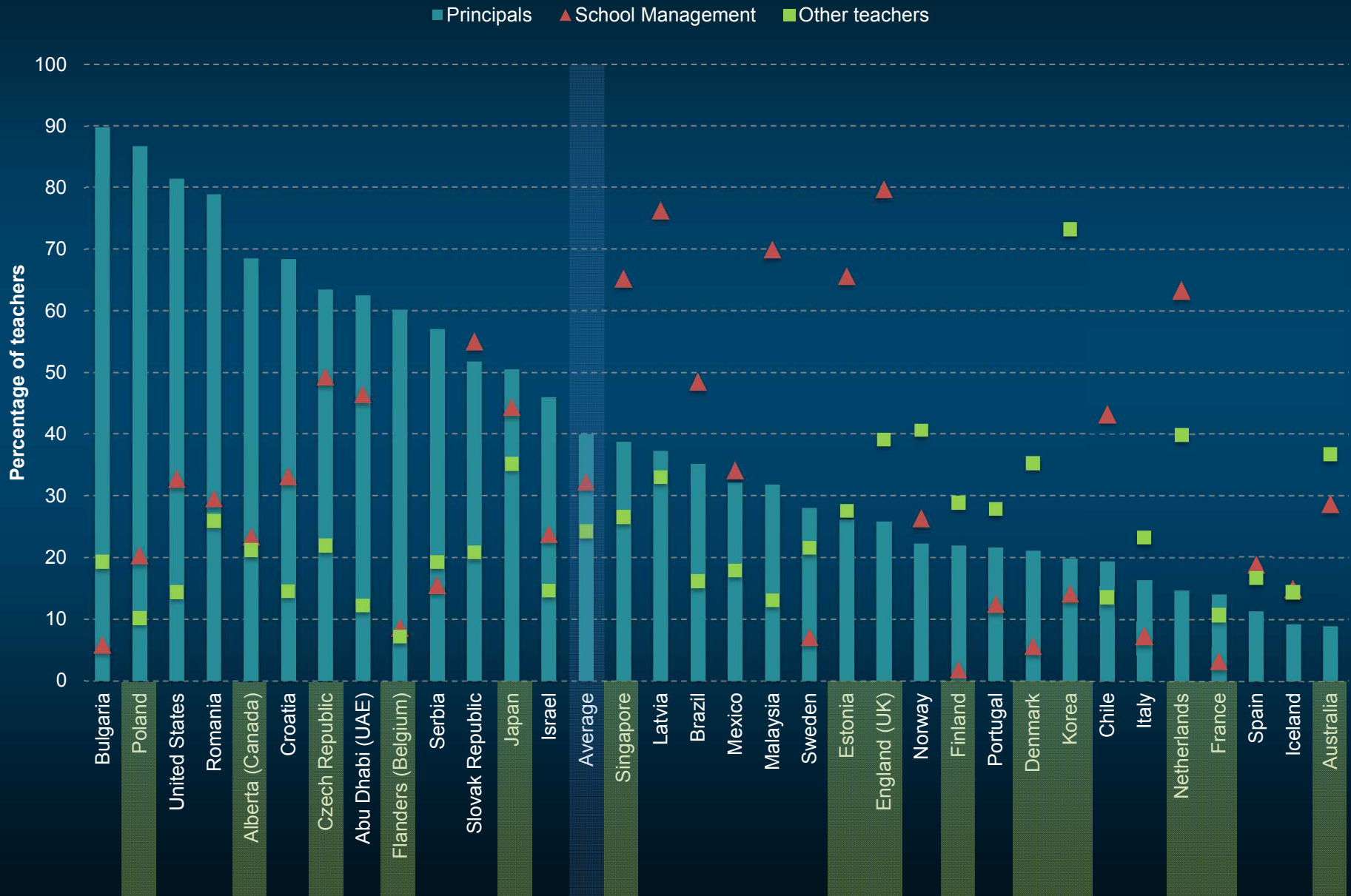
Session 2

How can we foster
more effective teaching

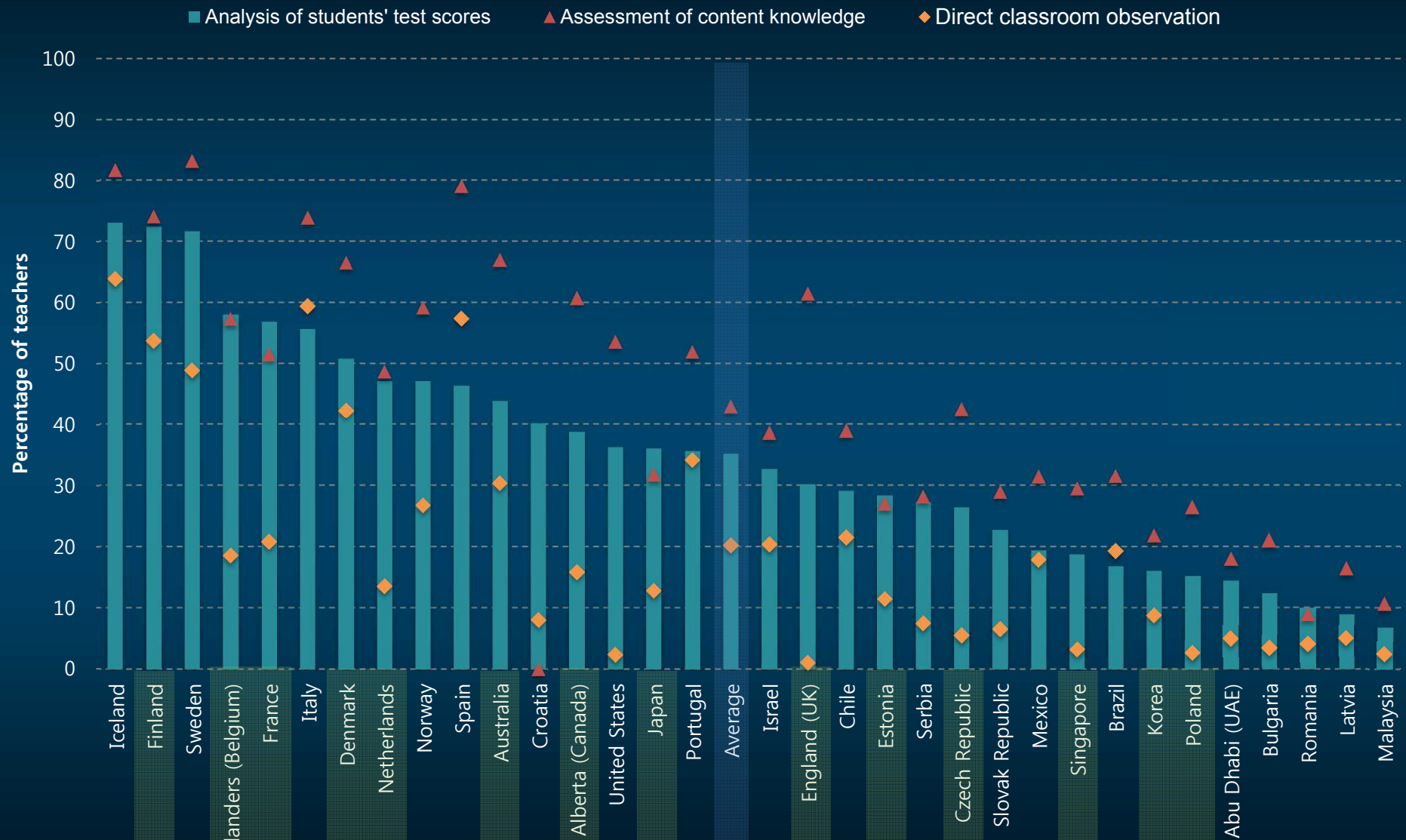
Average proportion of time lower secondary teachers report spending on each of these activities in an average lesson



Teachers feedback : *direct classroom observations*



Teachers feedback : *never received*



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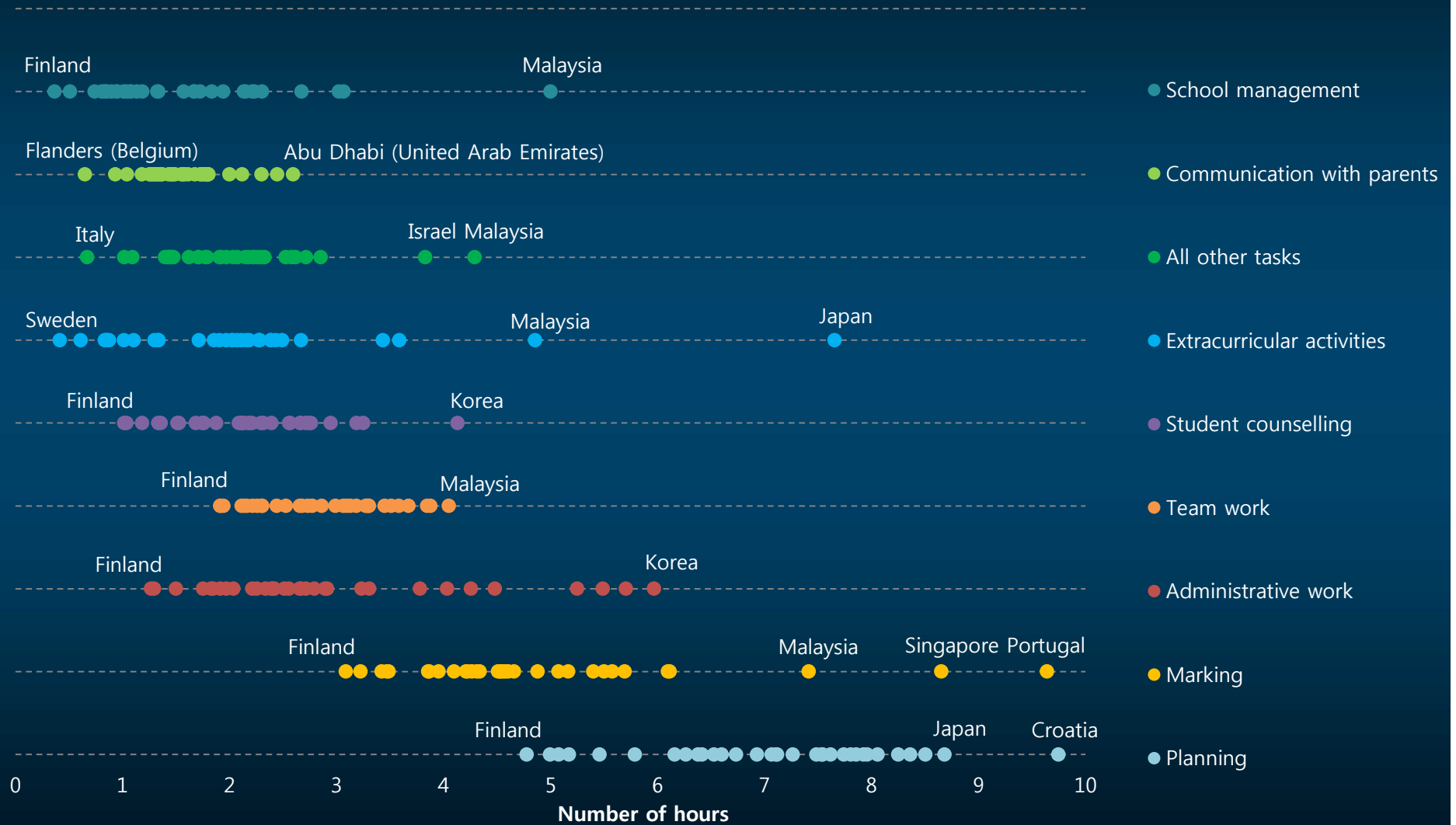


SESSION 3

What can Ministers do
to change teaching?

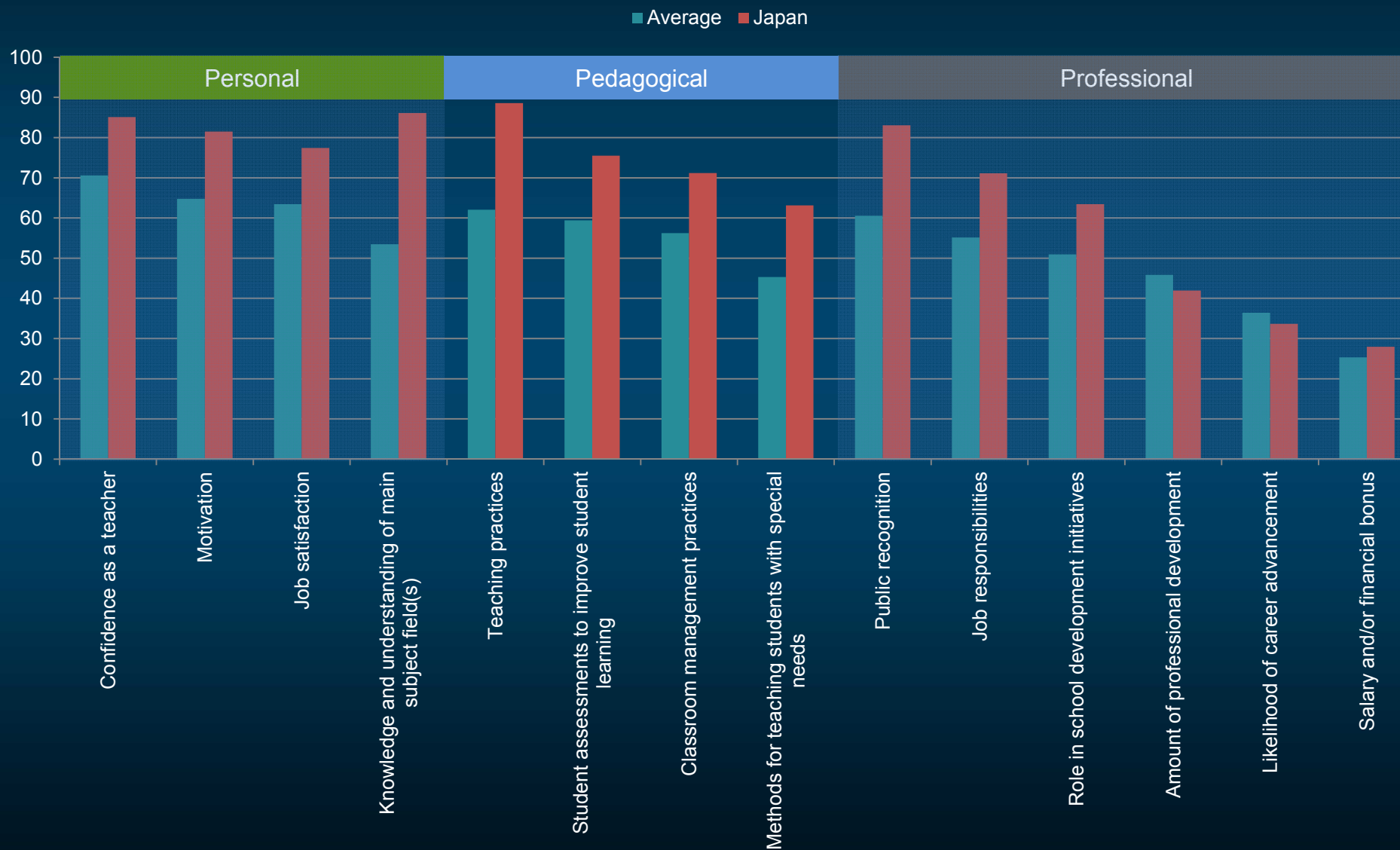
What teachers do beyond teaching

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



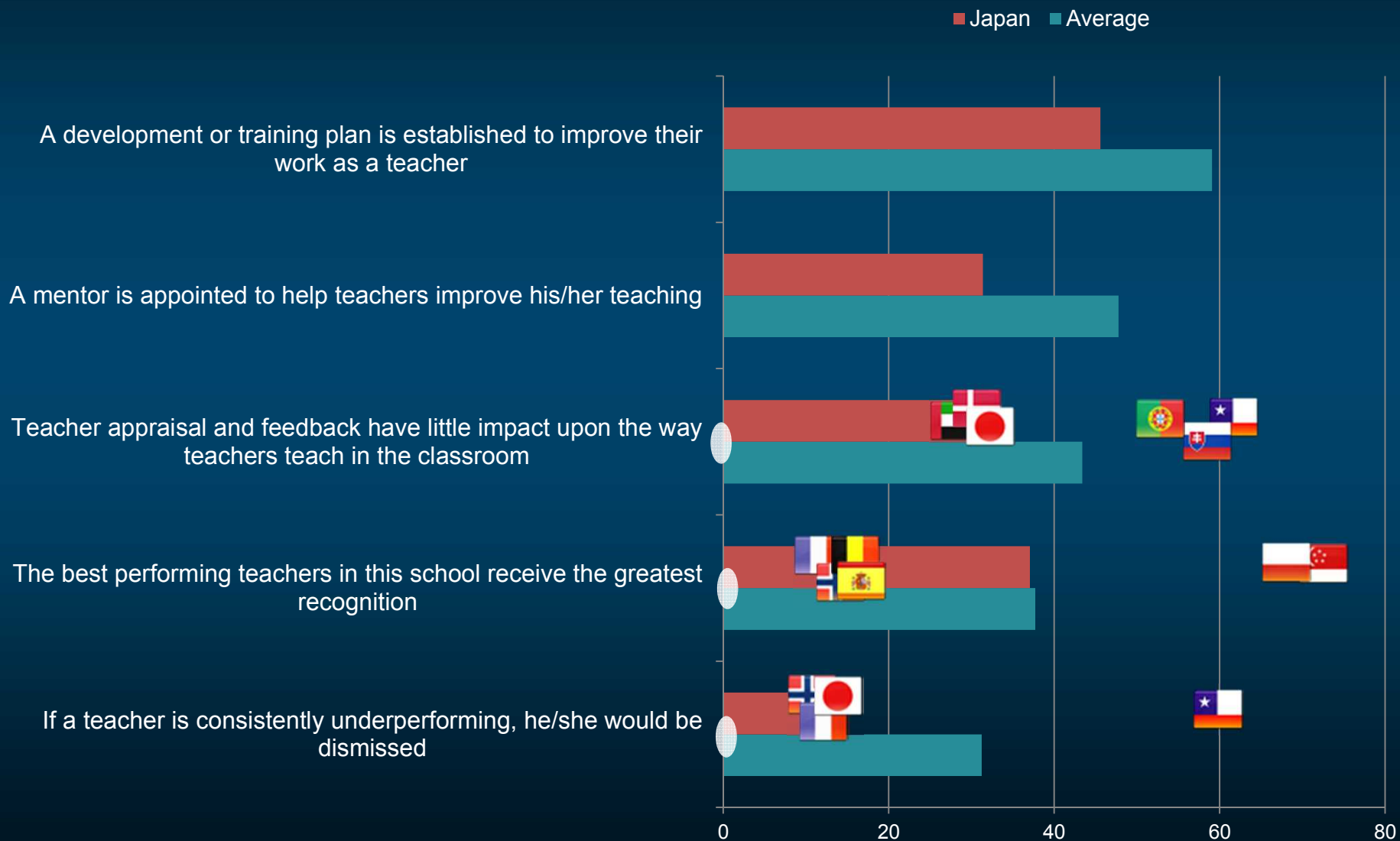
Feedback and change in behavior

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

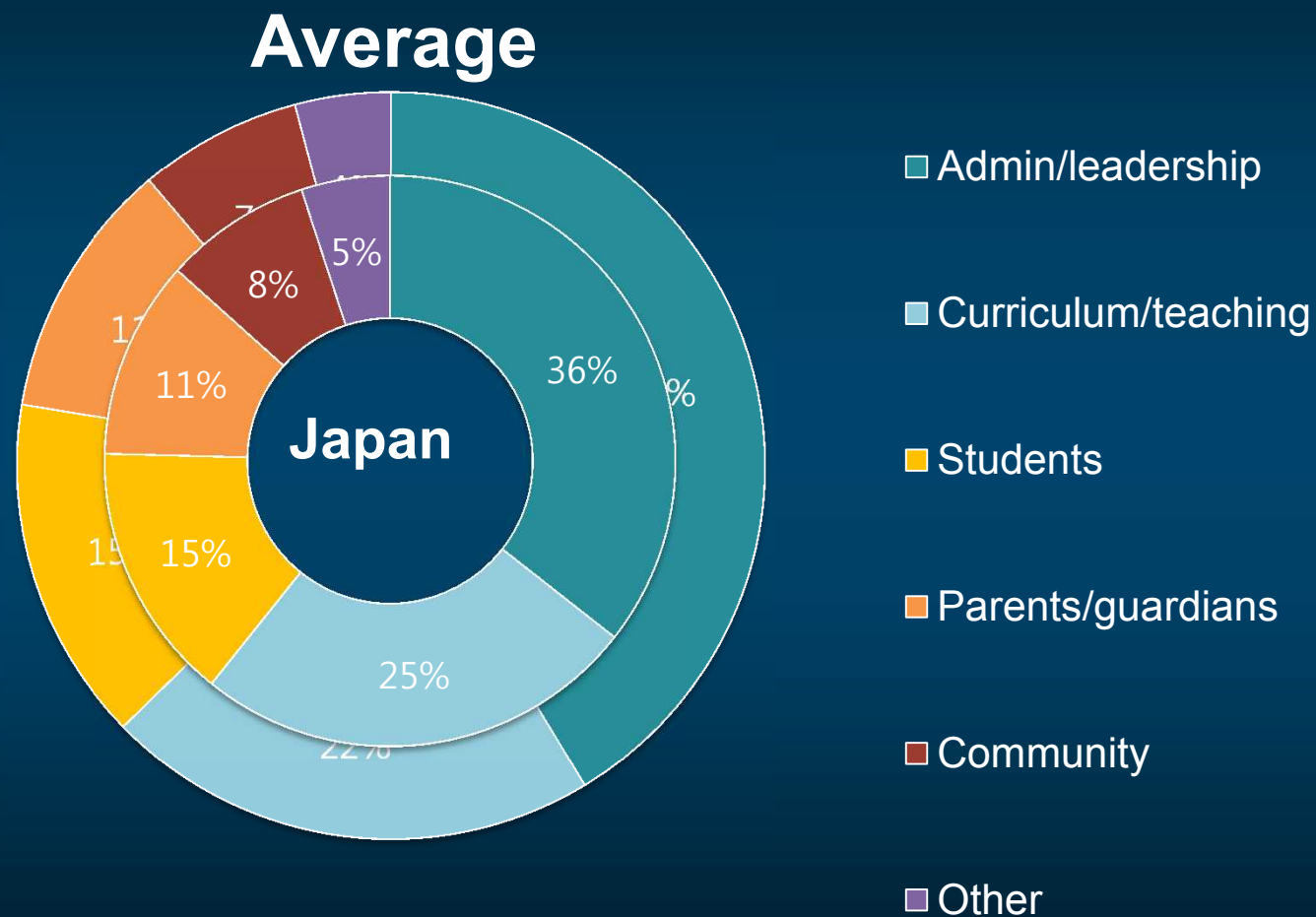


Consequences of feedback

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

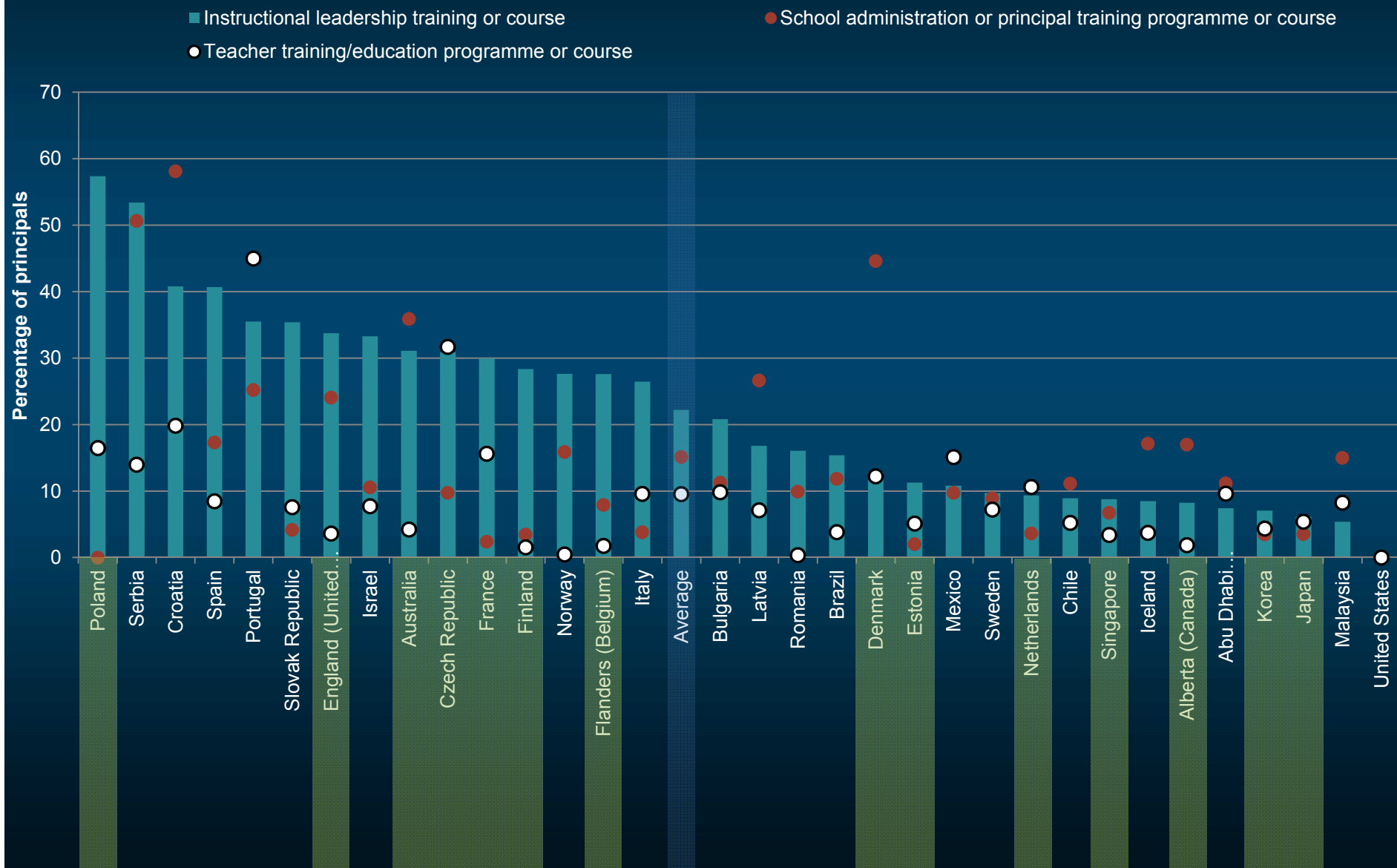


Average proportion of time lower secondary principals report spending on the following activities throughout the school year



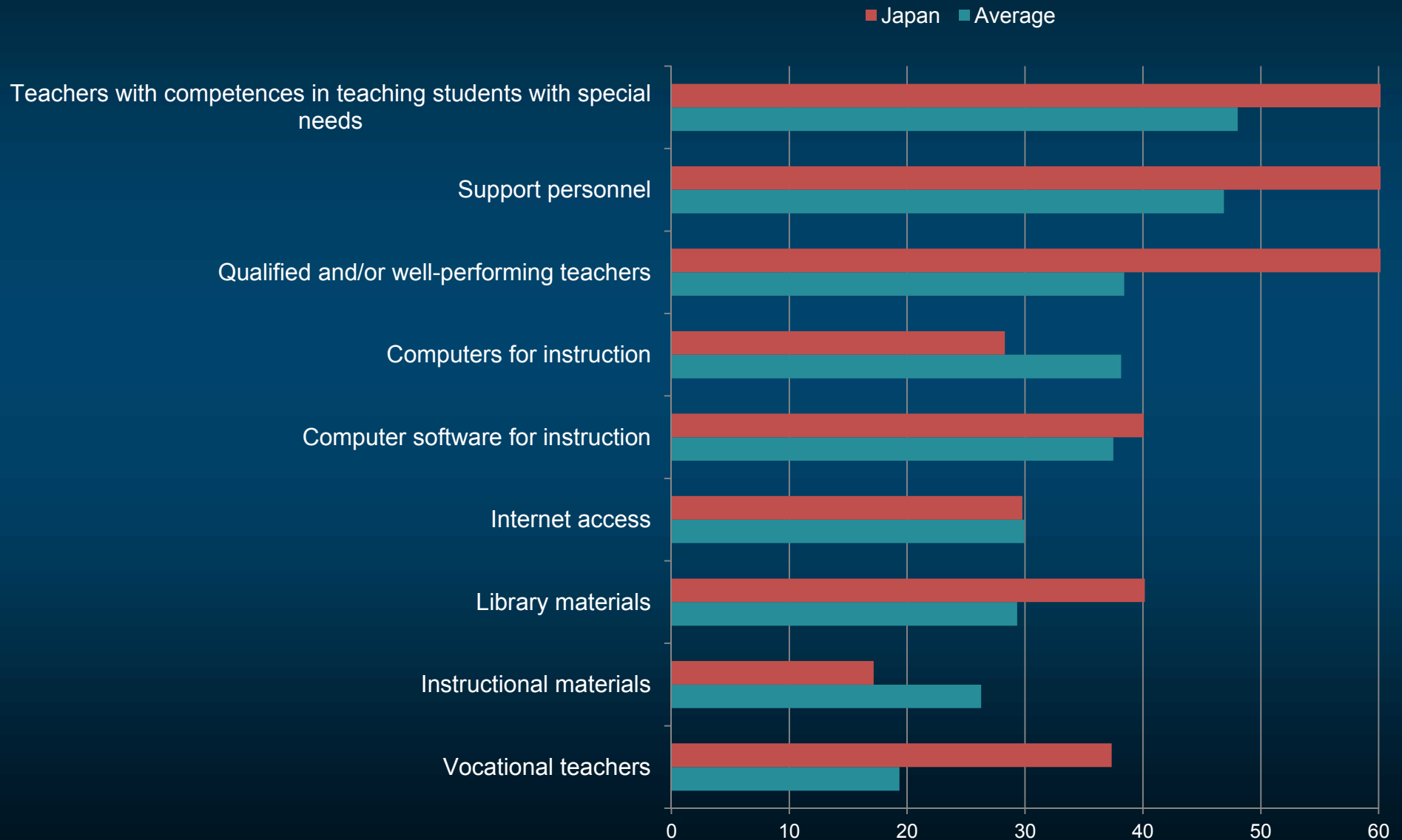
Elements not included in principals' formal education

Percentage of lower secondary principals whose formal education did not include:



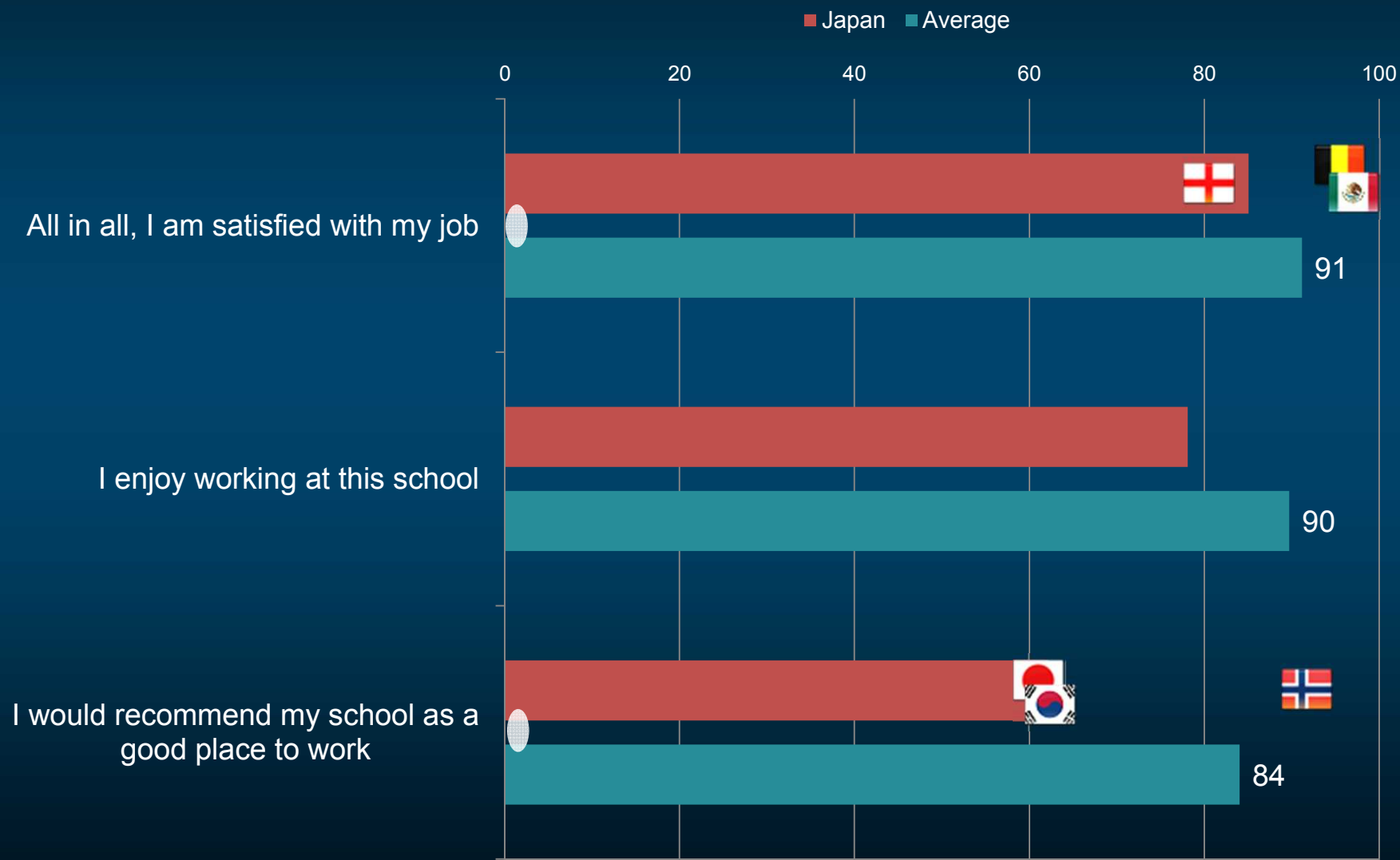
Lack of resources hindering the school's capacity for quality instruction

Percentage of lower secondary teachers whose school principal reports the following issues substantially hinder the school's capacity to provide quality instruction



Teachers' satisfaction with their working environment

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



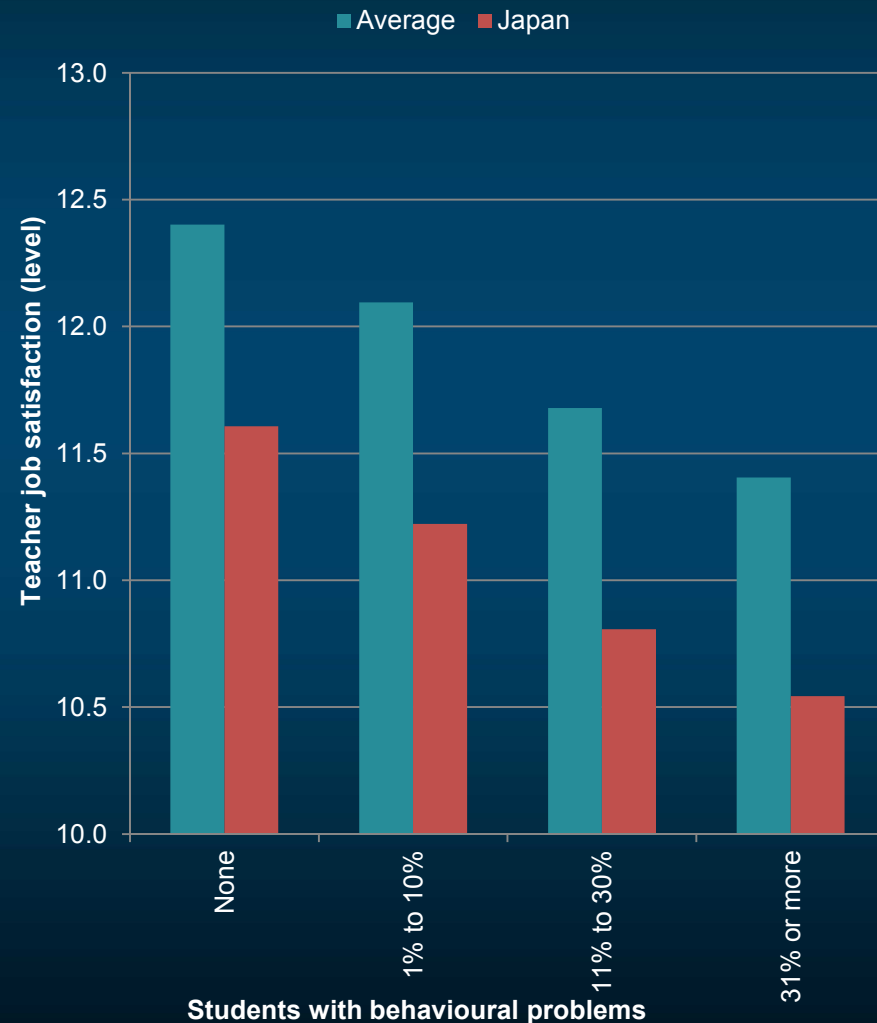
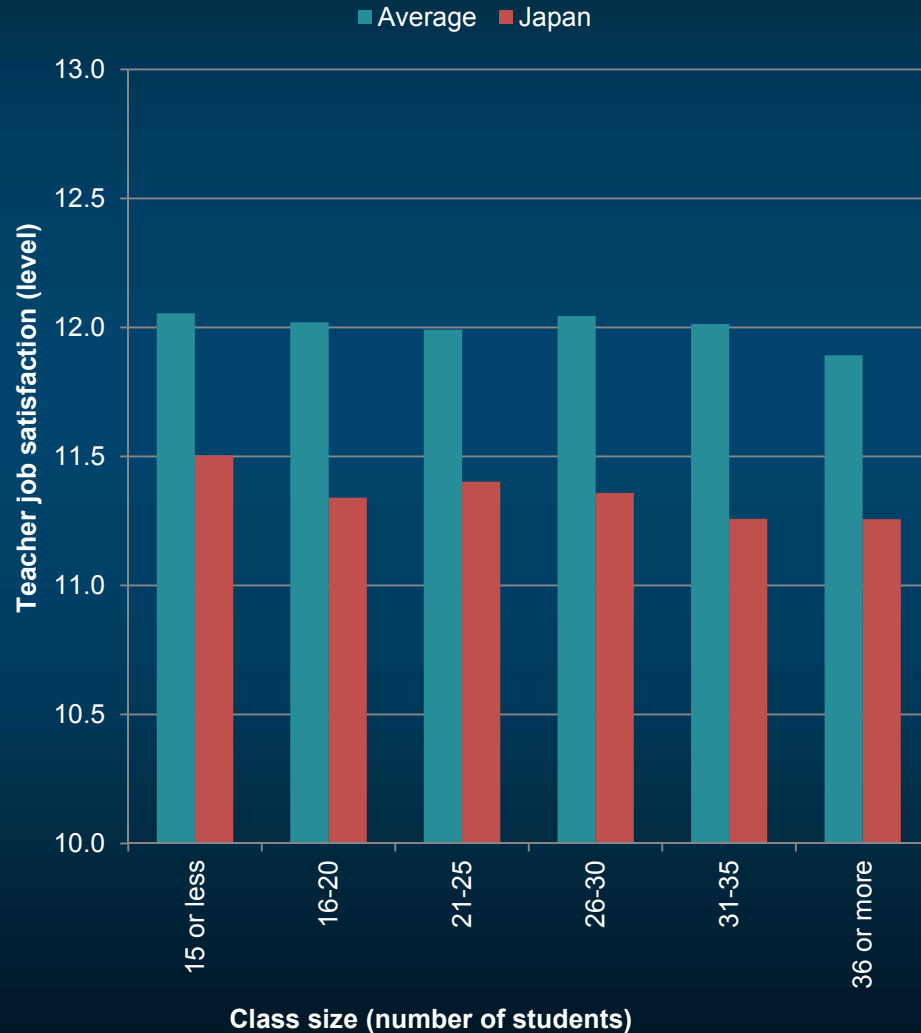
Teachers' satisfaction with their profession

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



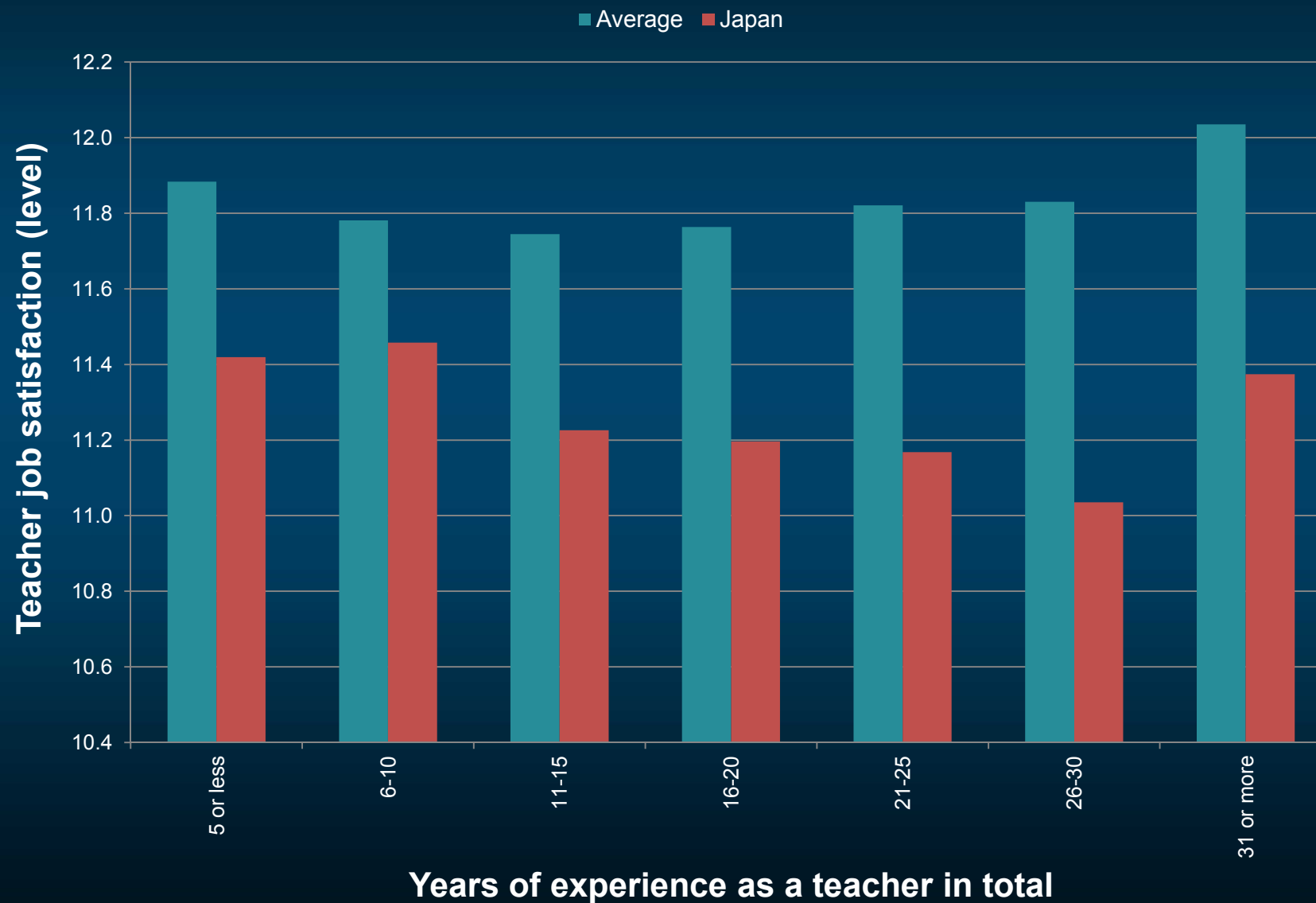
Behavioural issues equate to lower job satisfaction, class size doesn't

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



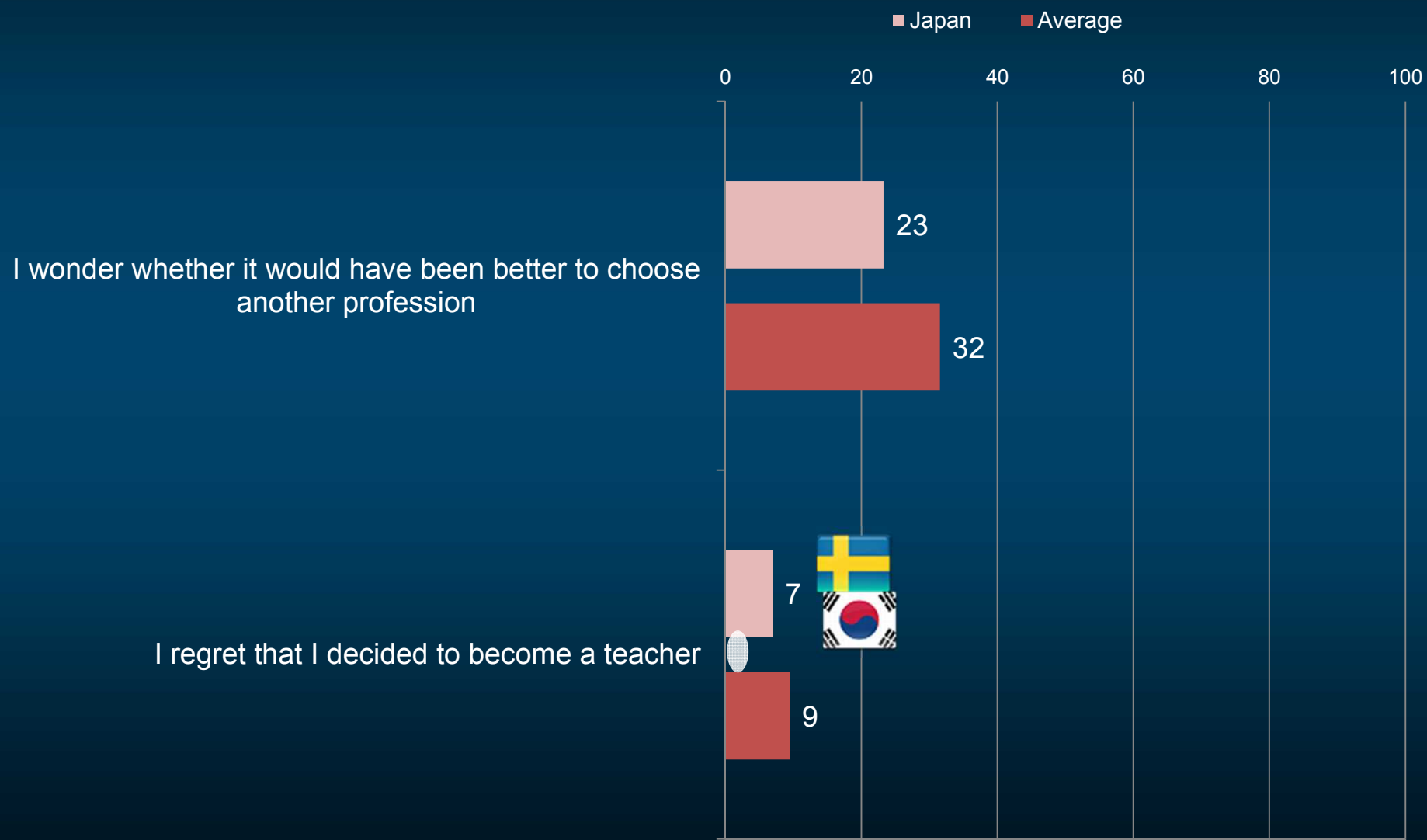
Teachers' job satisfaction and experience

Teachers' job satisfaction level in lower secondary according to their total years of teaching experience



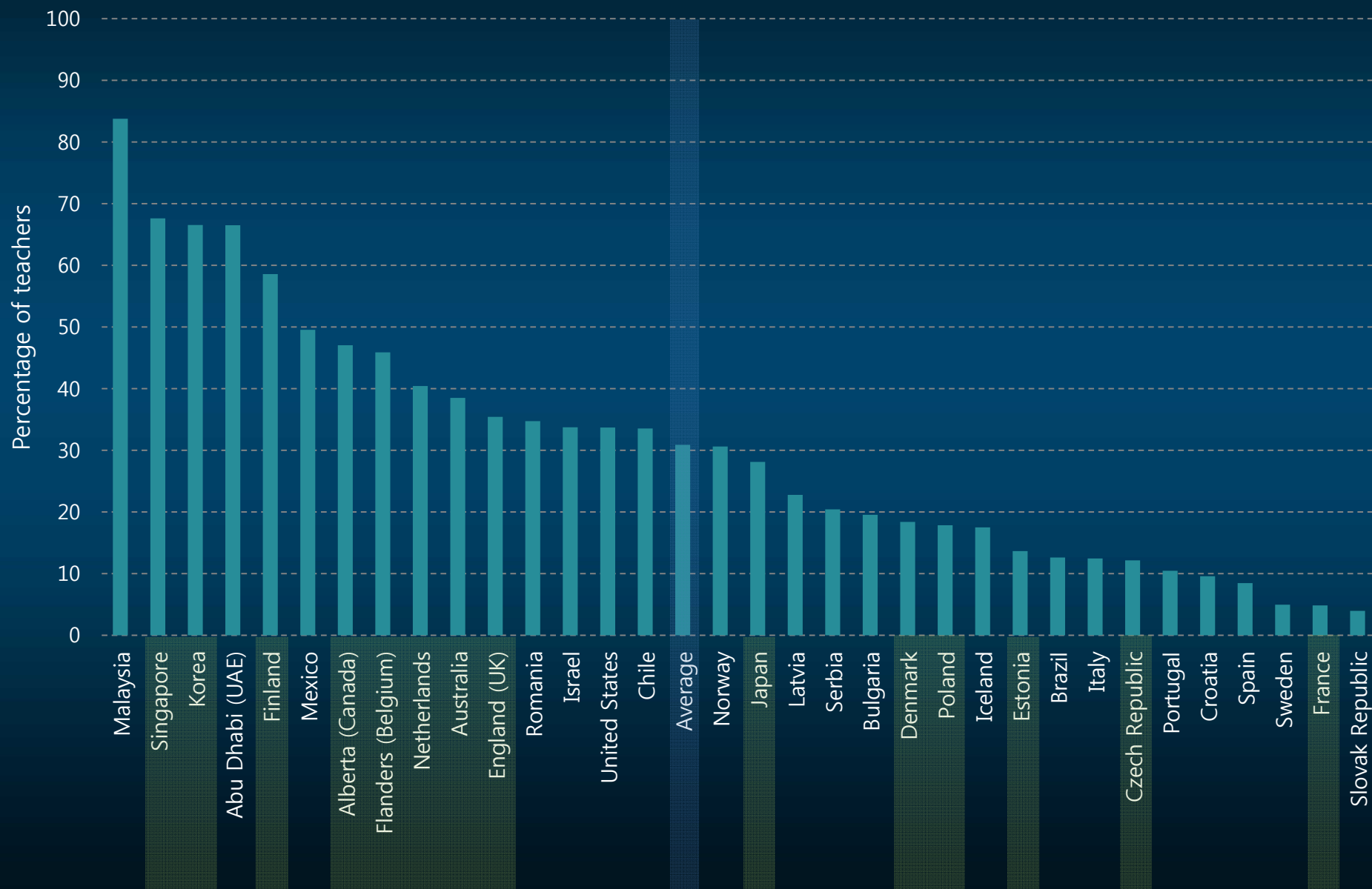
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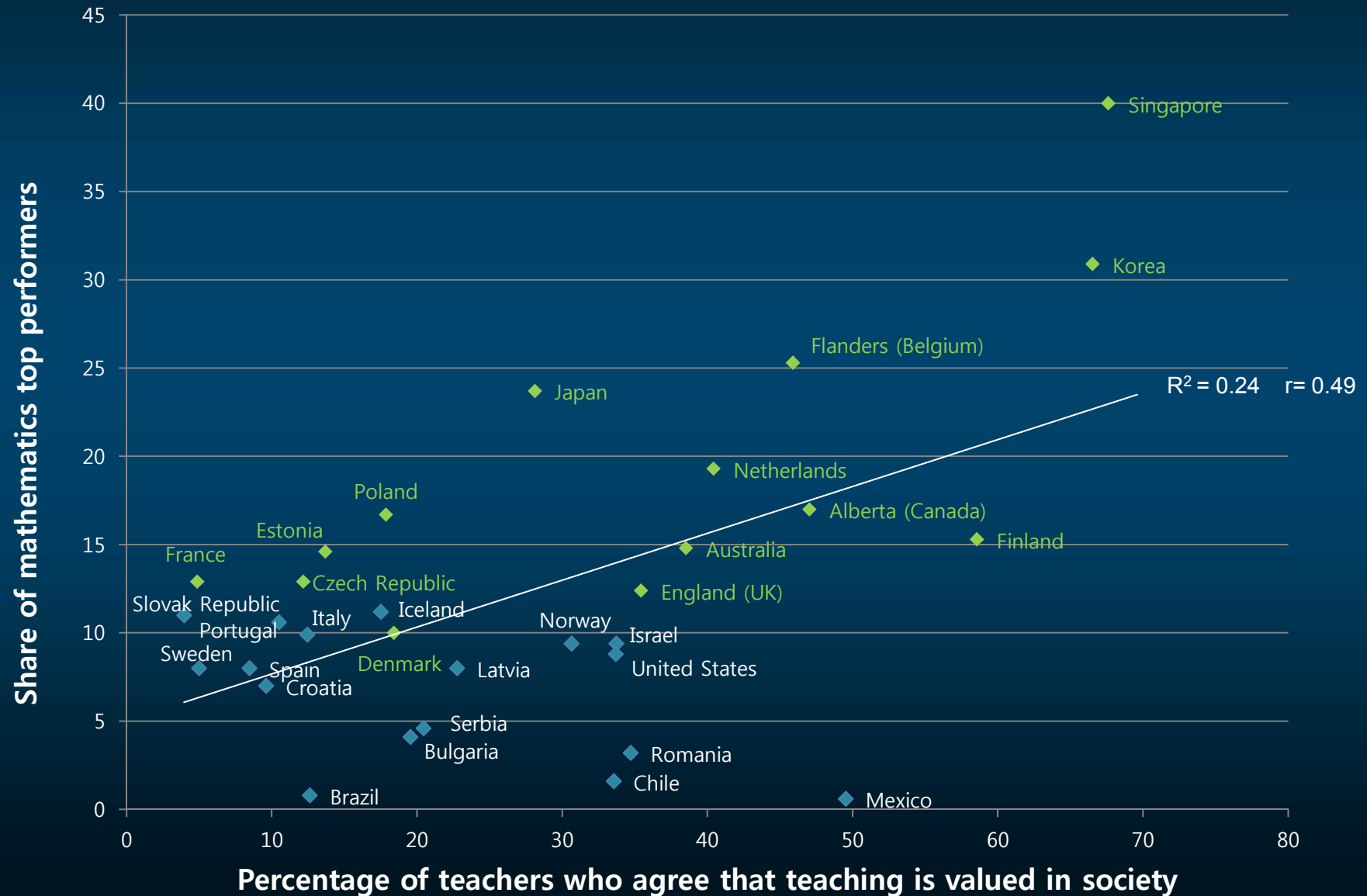
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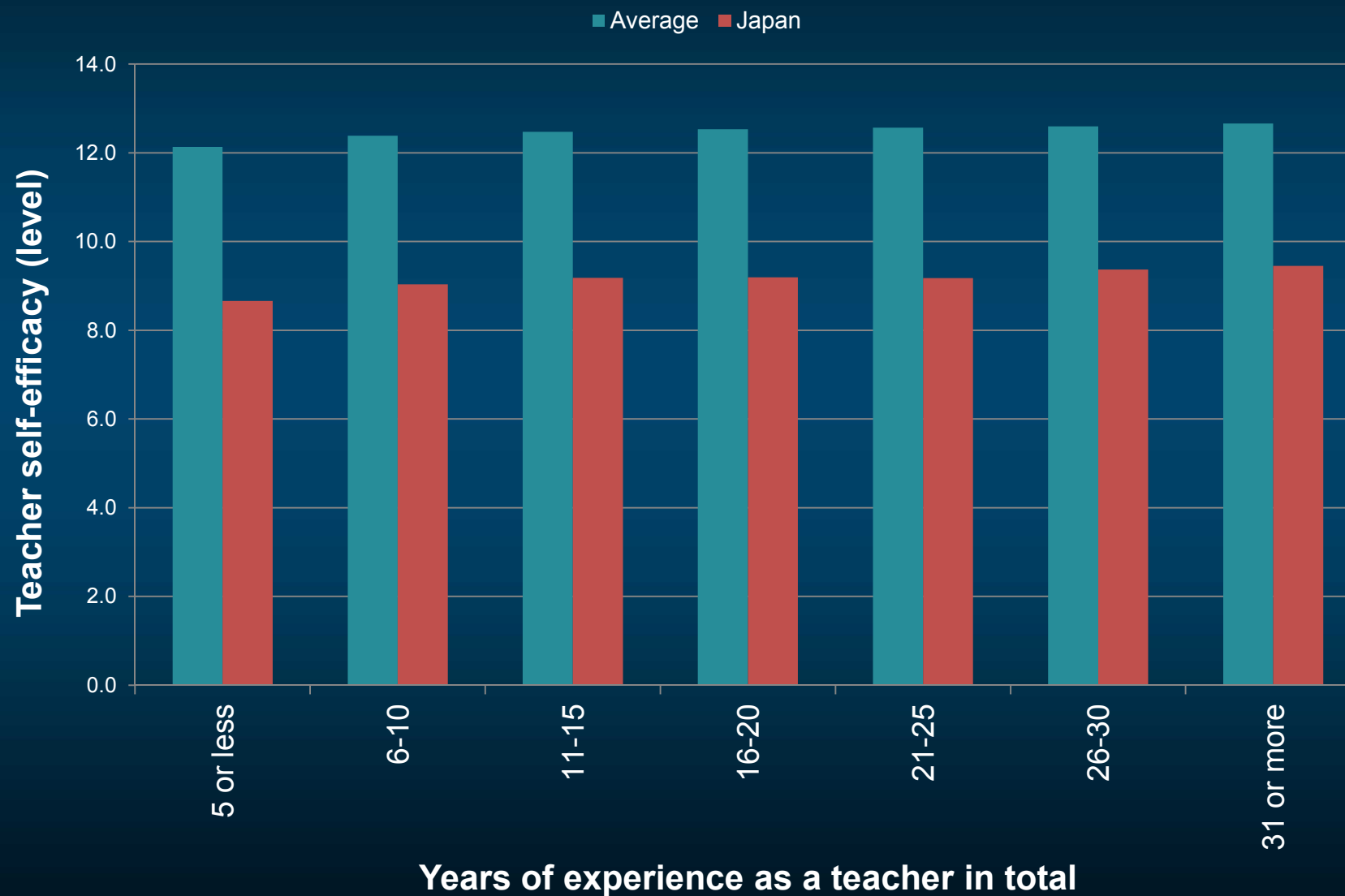
Countries where teachers believe their profession is valued show higher levels of student achievement

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' self-efficacy and experience

Teachers' self-efficacy level in lower secondary according to their total years of teaching experience



For a majority of TALIS countries,



Few countries attract
the *most experienced*
teachers...

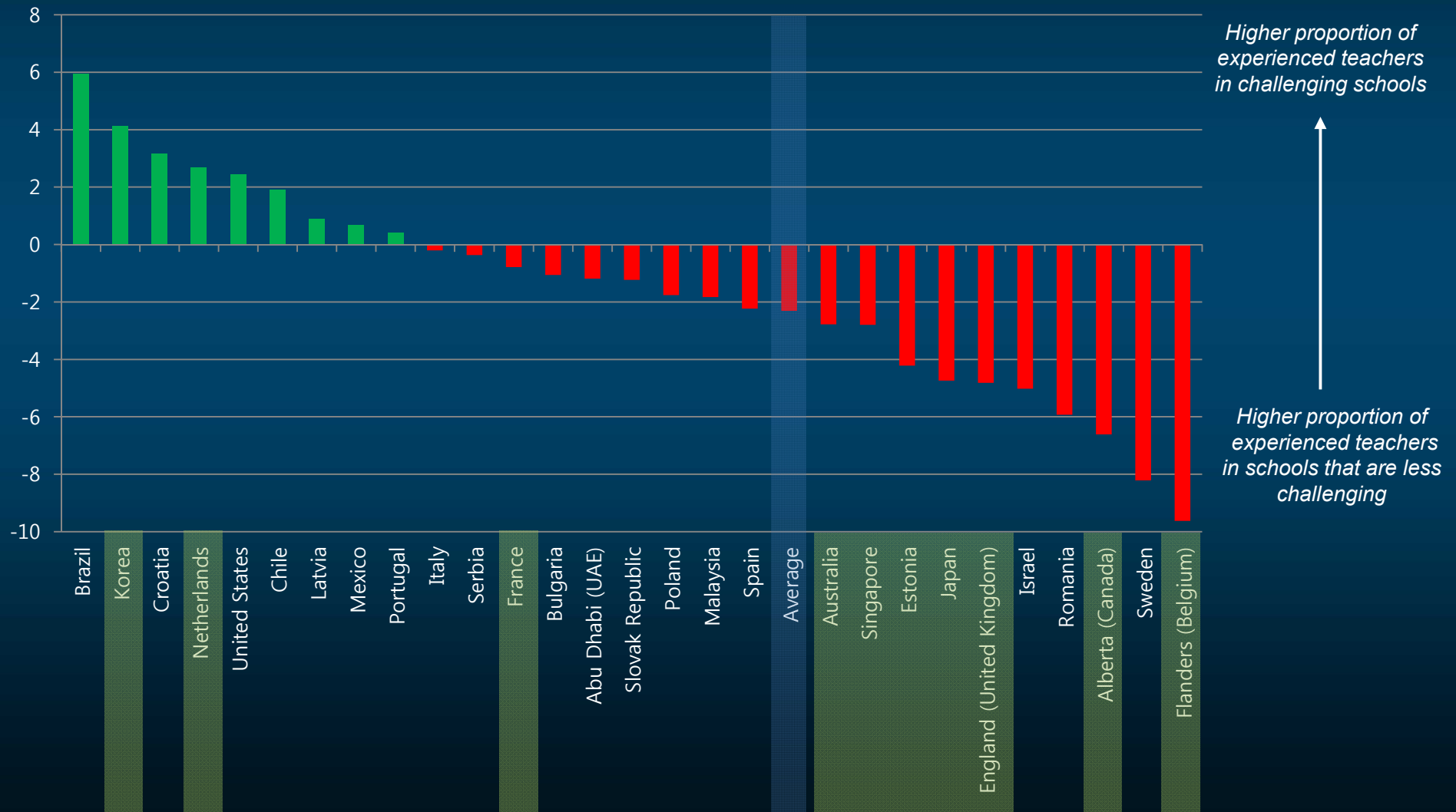


...to the most *challenging*
schools.

Distribution of experienced teachers in more and less challenging schools

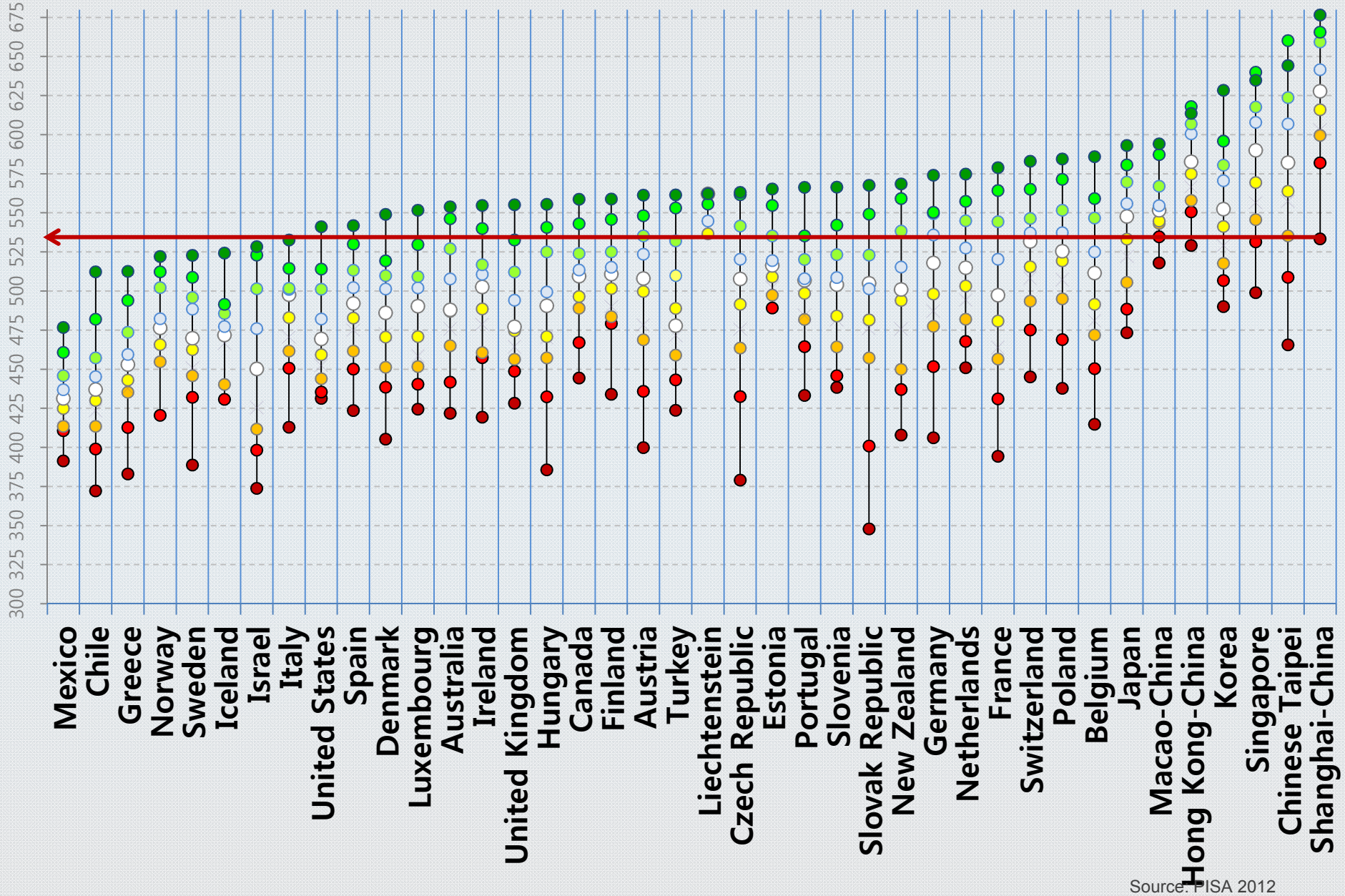
Schools with more than 30% of students from socioeconomically disadvantaged homes

Difference in the proportion of teachers with more than 5 years teaching experience who work in more challenging schools and those who do not



Resilience in education

PISA performance by decile of social background

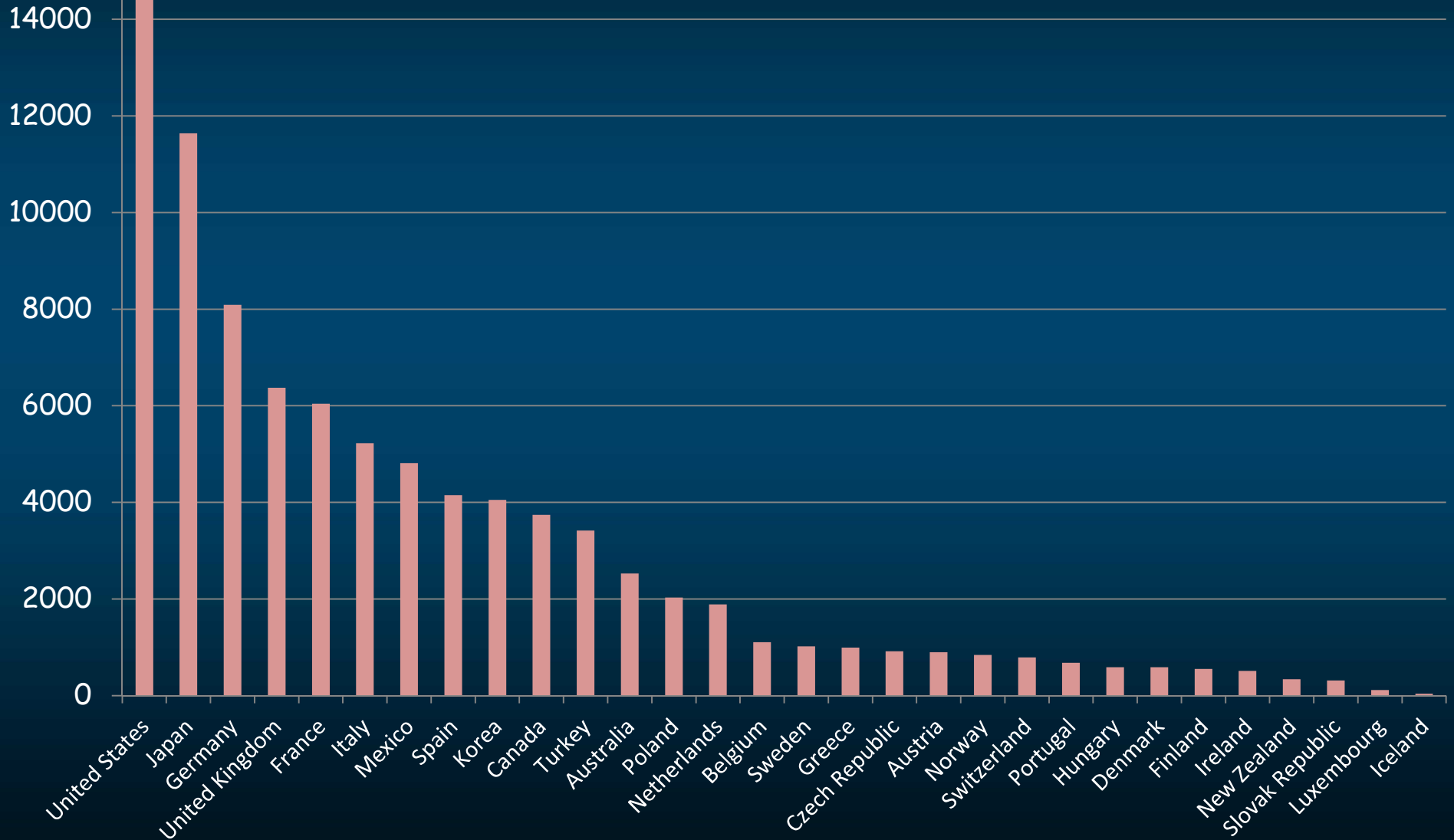


Source: PISA 2012

Increase average performance by 25 PISA points (Total 115 trillion \$)

bn\$

Potential long-term increase in economic output (bn \$)



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