



 **Congreso internacional**

**Re-conceptualizing the professional identity of european teacher:
Sharing experiences.**



Re-conceptualizando la identidad profesional del profesor europeo: Compartiendo experiencias.

Sevilla , 12 - 14 de Junio 2013

THE FUTURE OF THE TEACHING PROFESSION IN EUROPE

Kristen Weatherby
Senior Analyst – OECD
13 June 2013

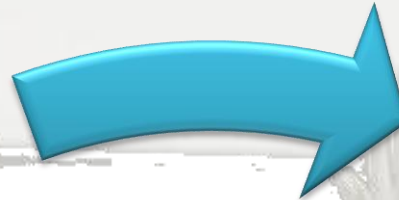
Improve the societal view of teaching as a profession

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



Data

Creating Effective Teaching and Learning Environments

FIRST RESULTS FROM TALIS

Teaching and Learning Institute

Teaching Practices and Pedagogical Innovation

EVIDENCE FROM TALIS

TEACHING in Focus

2012/02 September

What Can Be Done to Support New Teachers?

- Schools are providing support for new teachers in the form of mentoring and induction programmes, but nearly one third of new teachers report a high level of need for professional development around student discipline and behaviour problems.
- Contrary to what is often reported, the schools in which new teachers teach are no different than those of their more experienced colleagues.
- According to the countries surveyed in the Teaching and Learning International Survey (TALIS), new teachers spend less time on teaching and learning and more time on classroom management and report lower levels of self-efficacy than experienced teachers.

Many teachers start in the profession, but do not continue...

There are few clear classrooms of evidence that new teachers are being mentored and overshadowing. Yet on average, nearly 10% of teachers in the first 3-5 years of their teaching leave the profession altogether, sometimes at a rate that is 50% higher than the attrition rate of other teachers (OECD, 2005). In order to facilitate the professional growth and success of new teachers, we need to understand their areas of need and how they can be assisted in achieving professional mastery. Providing this type of support may help keep new teachers teaching.

What is TALIS?

TALIS is the first international survey examining teaching and learning environments in schools. TALIS 2006 asked teachers and school principals in 34 countries about their work, their schools and their classrooms. TALIS 2006 is currently being conducted in 30 countries. This cross-country analysis helps countries identify others facing similar challenges and learn about their solutions.

The information in this brief is largely from the report *The Experience of New Teachers Results from TALIS 2006*.
[More information at www.oecd.org/talis](http://www.oecd.org/talis)

New teachers are less confident in their ability to be effective teachers...

Countries are examining the effectiveness of their own and experienced teachers' skills, and many are also looking at how initial teacher training institutions are preparing teachers for the workforce. TALIS does not assess teacher effectiveness, but it can help to estimate the relative influence of the various components of teacher training.

Preparing Teachers and Developing School Leaders for the 21st Century

LESSONS FROM AROUND THE WORLD

Edited by Andreas Schleicher

Teachers for the 21st Century

USING EVALUATION TO IMPROVE TEACHING

Background Report for the 2011 International Summit on the Teaching Profession

OECD Reviews of Evaluation and Assessment in Education

Synergies for Better Learning

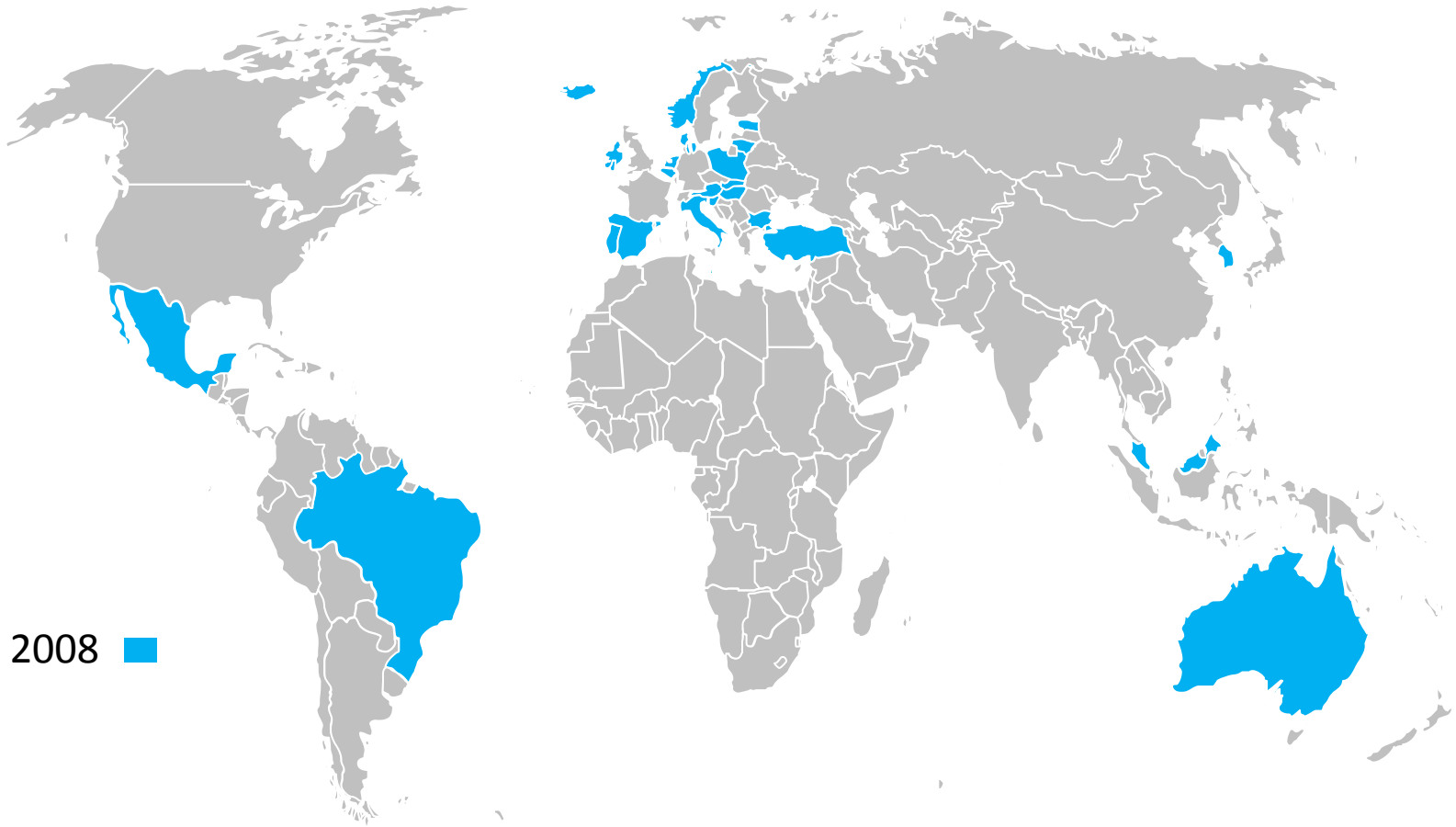
AN INTERNATIONAL PERSPECTIVE ON EVALUATION AND ASSESSMENT

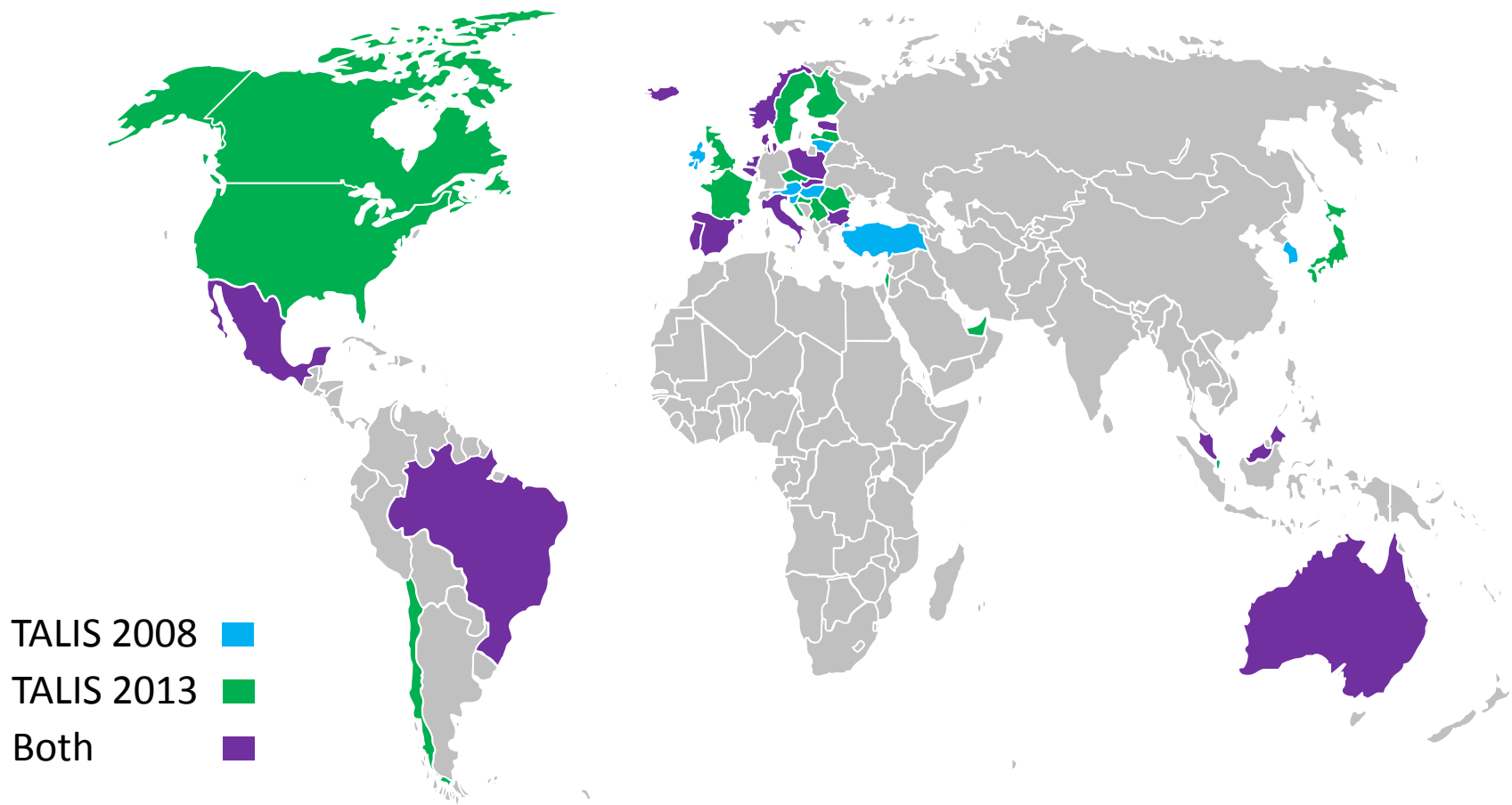
Education at a Glance 2012

OECD INDICATORS

2012

TALIS 2008 





**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.*



RECRUITING, TRAINING AND SUPPORTING NEW TEACHERS



Teacher Training in Europe: Eurydice 2012

- Required level of teacher training across Europe:

Prospective teachers	Bachelor's degree required	Master's degree required
Primary	Great majority of countries	10 countries
Lower secondary	Half of countries	Half of countries
Upper secondary	11 countries	Majority of countries

- 21 countries offer additional support mechanisms for new teachers (2010-2011)



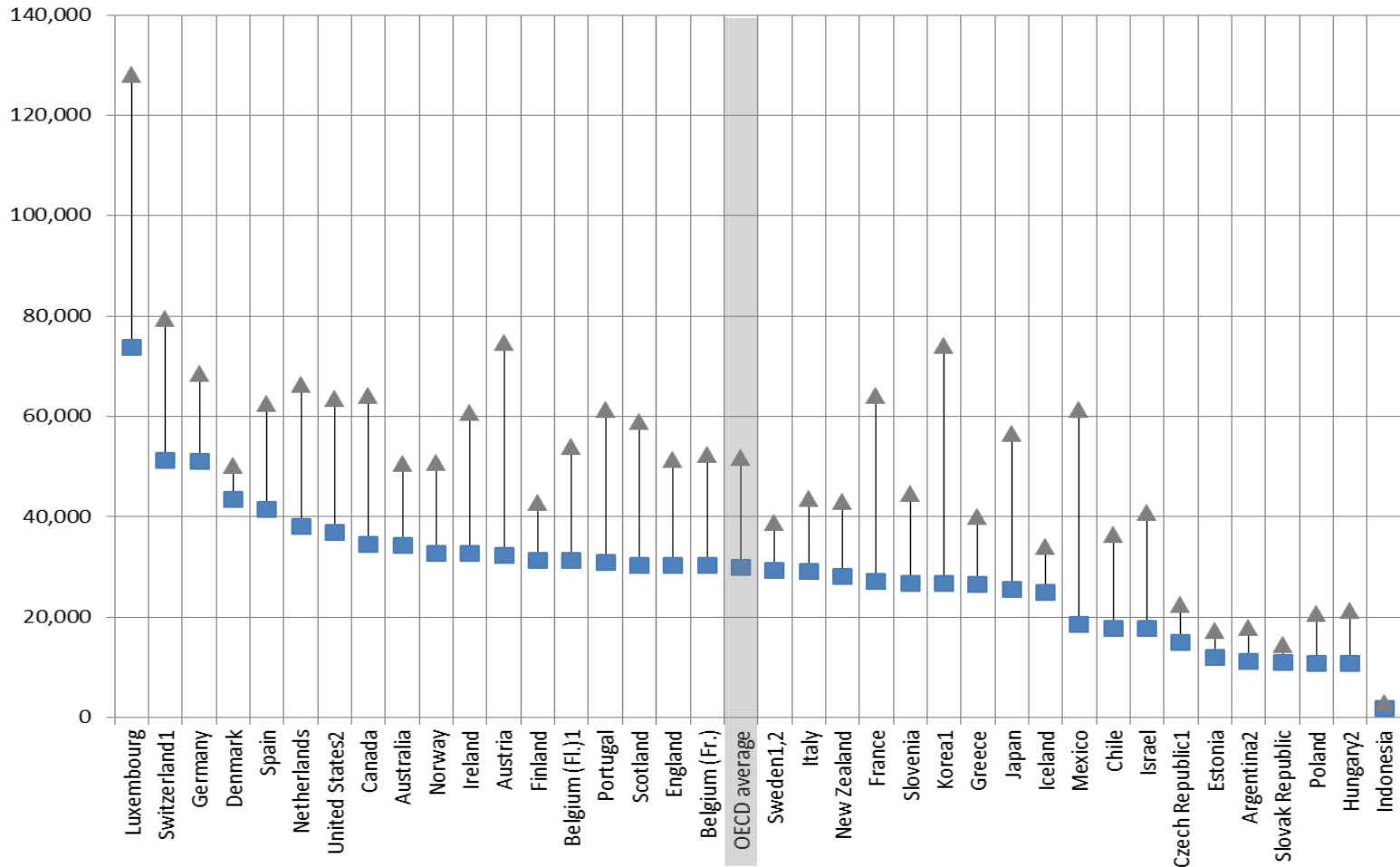
Minimum and Maximum teachers' salaries in lower secondary education (2010)

Annual statutory teachers' salaries in public institutions in lower secondary education, in equivalent USD converted using PPPs

Equivalent USD converted using PPPs

■ Starting salary / minimum training

▲ Salary at top of scale / maximum qualifications



1. Salaries at top of scale/minimum training.

2. Actual base salaries.

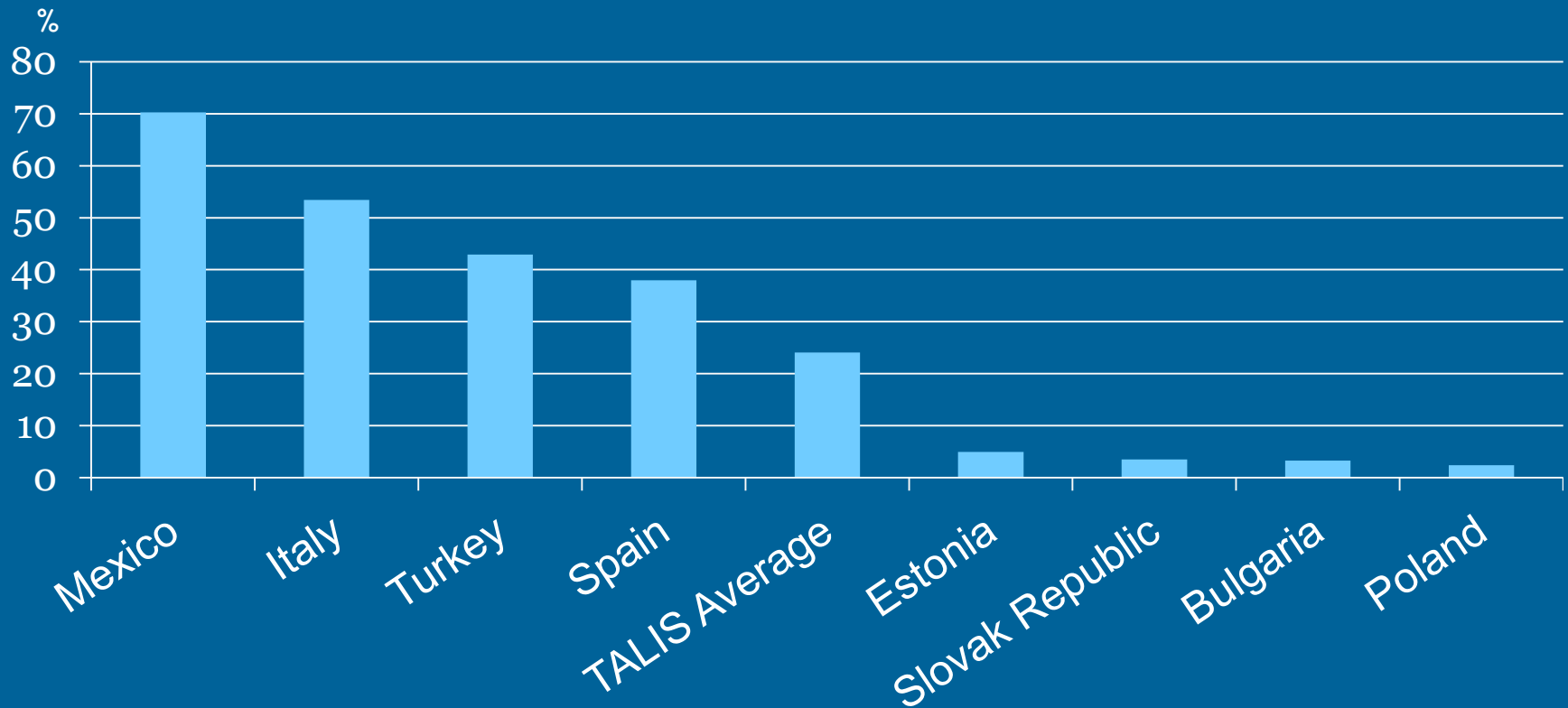
Countries are ranked in descending order of starting teachers' salaries with minimum training in lower secondary education.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Tables D3.4, available on line. See Annex 3 for notes



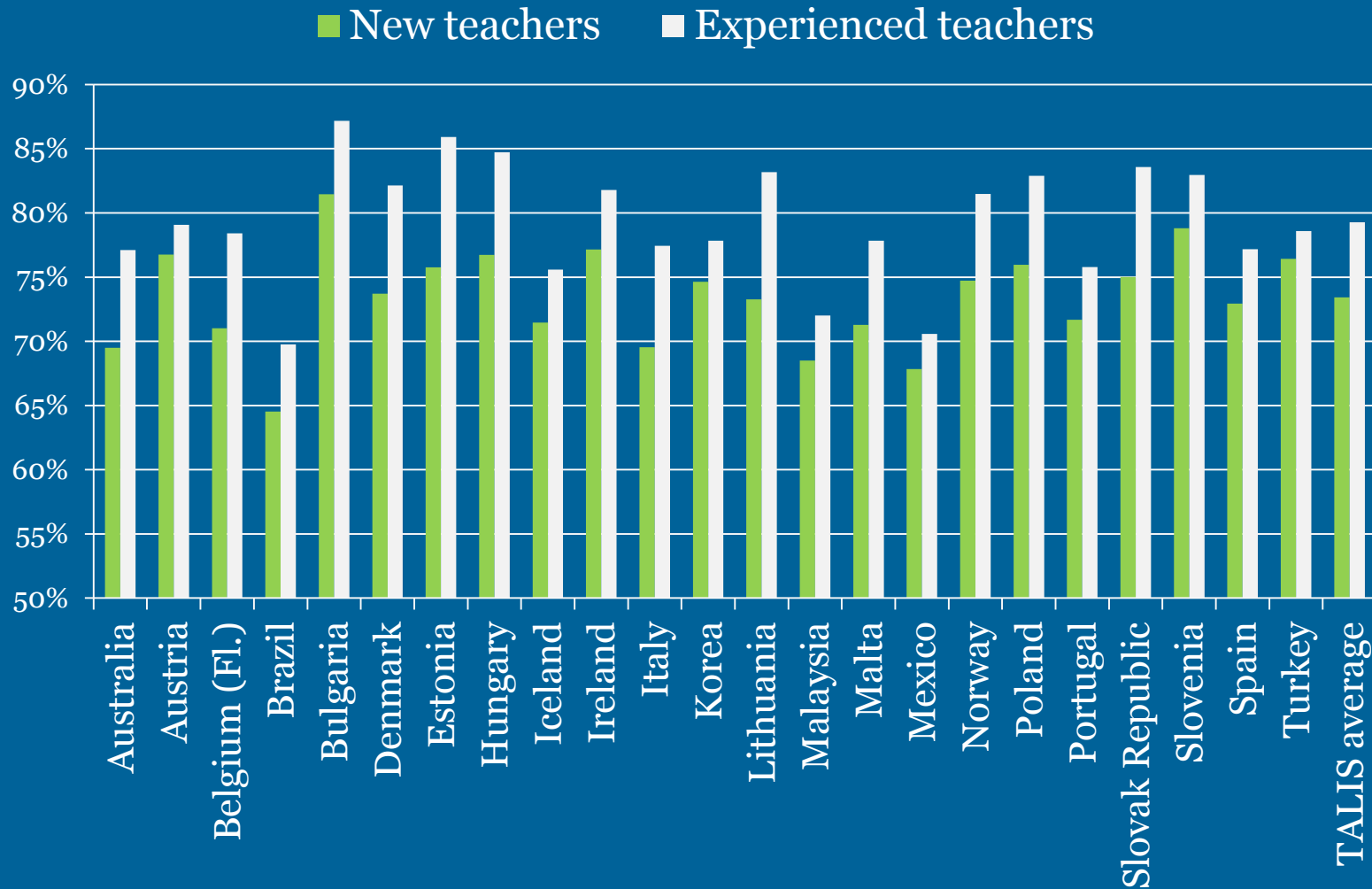
How prepared are teachers?

Percentage of teachers whose school principal reported that teachers' lack of pedagogical training hinders teaching and learning in their school a lot or to some extent



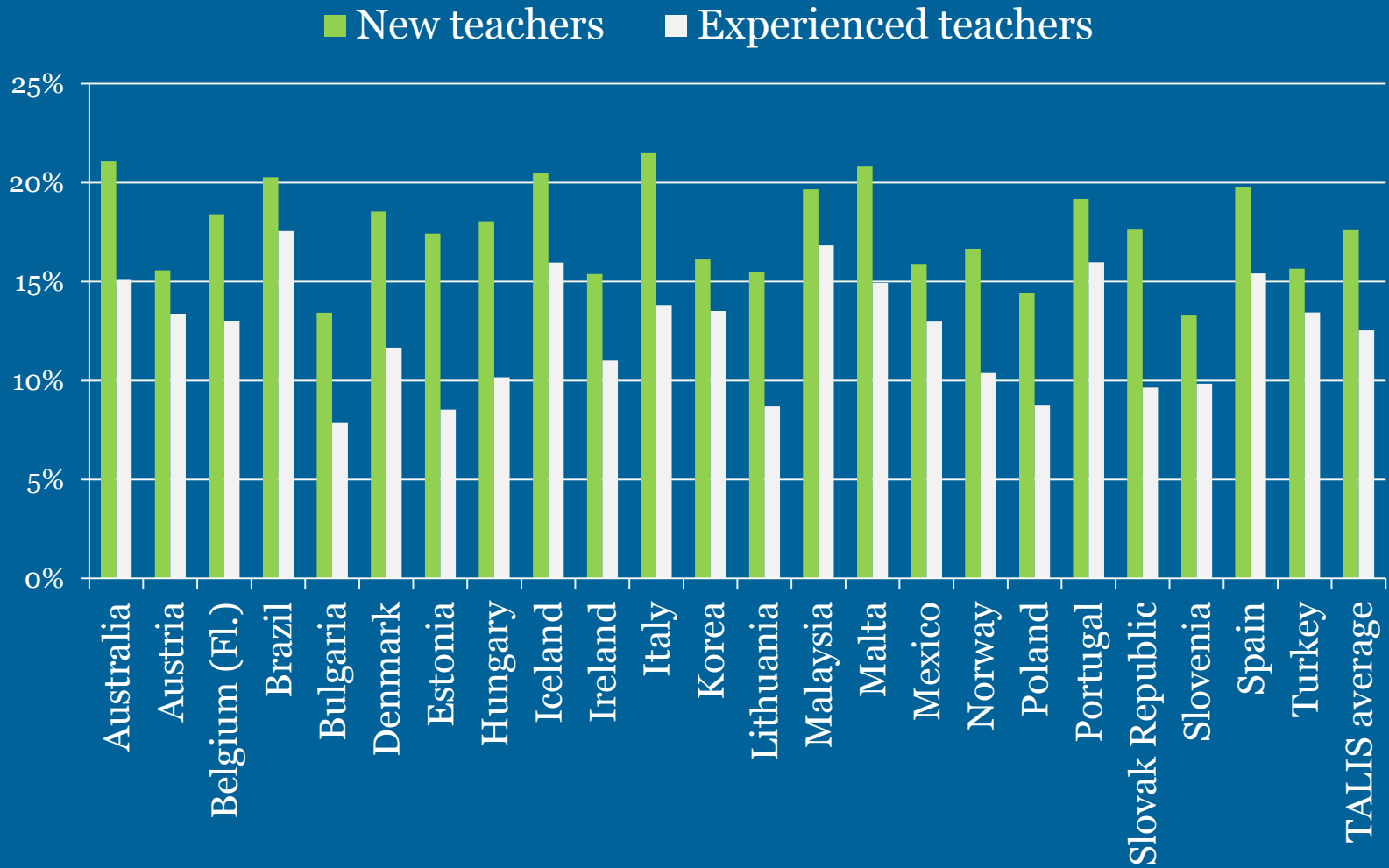


Time spent on actual teaching and learning



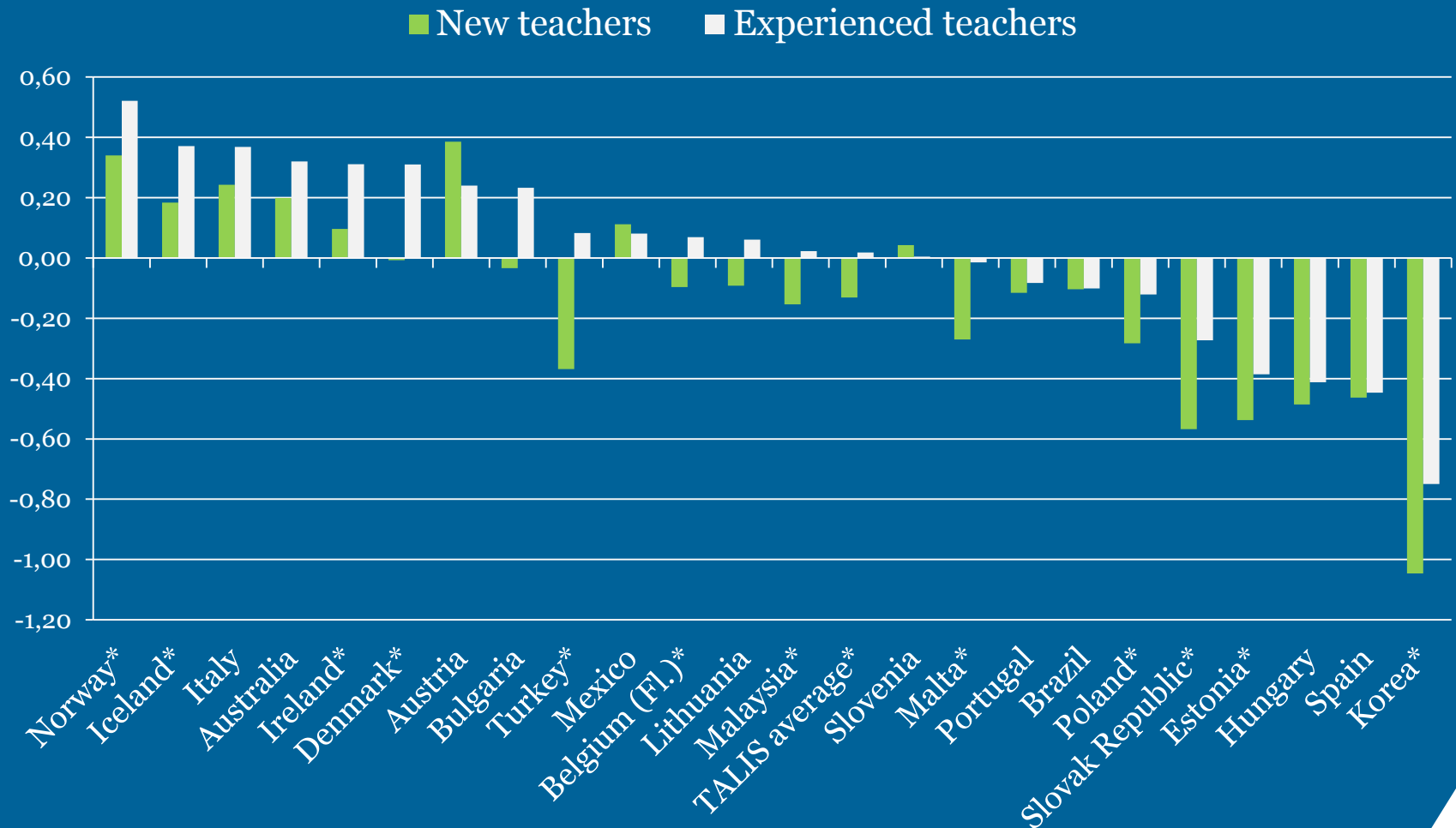


Time spent keeping order in the classroom





New teachers have lower levels of self-efficacy.





The work of new teachers

- Key issue in many countries is the distribution of teachers across different schools: consequences for equity in school education
- TALIS suggests that new teachers work in similar schools as more experienced teachers:
 - Similar language backgrounds (4)
 - Similar SES backgrounds (3)
 - Similar index of shortage of material (3)
 - Similar index of lack of personnel (3)
- Class sizes are similar, but tend to be slightly larger for experienced teachers (22 vs. 24)
- Little job differentiation, except:
 - New teachers in Mexico spend 7 hours less per week teaching
 - New teachers in Austria, Brazil, Estonia, Italy, Lithuania and Portugal spend 3-5 hours less per week teaching



Country Examples: Teacher preparation



Finland

- Very competitive: 1 in 10 students accepted into teacher preparation for primary education
- Research-based structure; all teachers complete Master's thesis



Singapore

- Teacher trainees receive salaries as Ministry employees and are eligible for bonuses and benefits like retirement plans, etc.
- In return, new teachers are required to complete 3-5 years of service.



SUPPORT AND DEVELOPMENT



What do we know about teacher Professional Development (PD)?

- TALIS asked teachers:
 - Type and impact
 - School support (time, cost, bonus)
 - Informal PD
 - PD needs
 - Barriers to PD

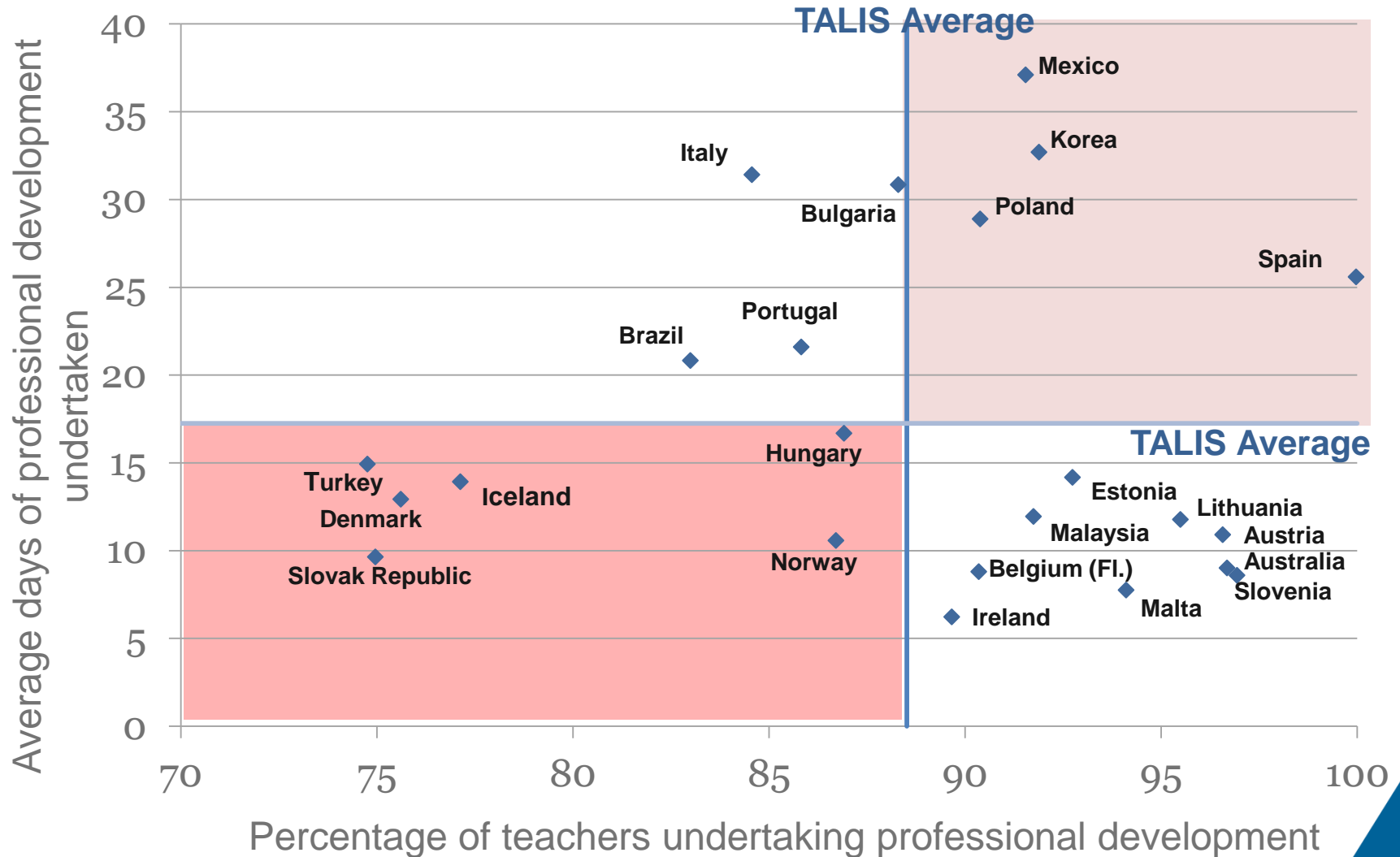
11. During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?

For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

	(A) Participation		(B) Impact			
	Yes	No	No impact	A small impact	A moderate impact	A large impact
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Observation visits to other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

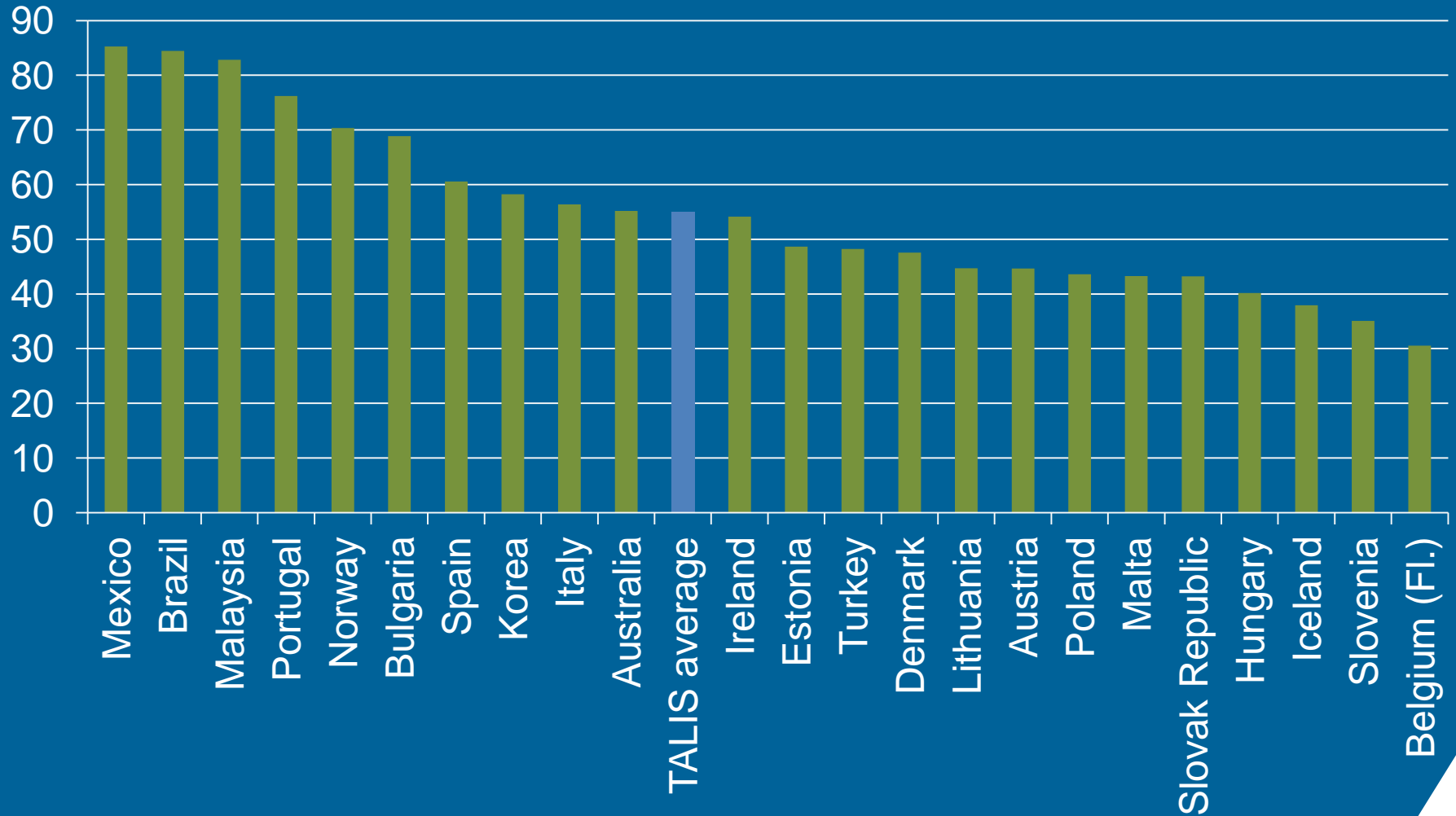


Comparison of the level and intensity of participation in professional development



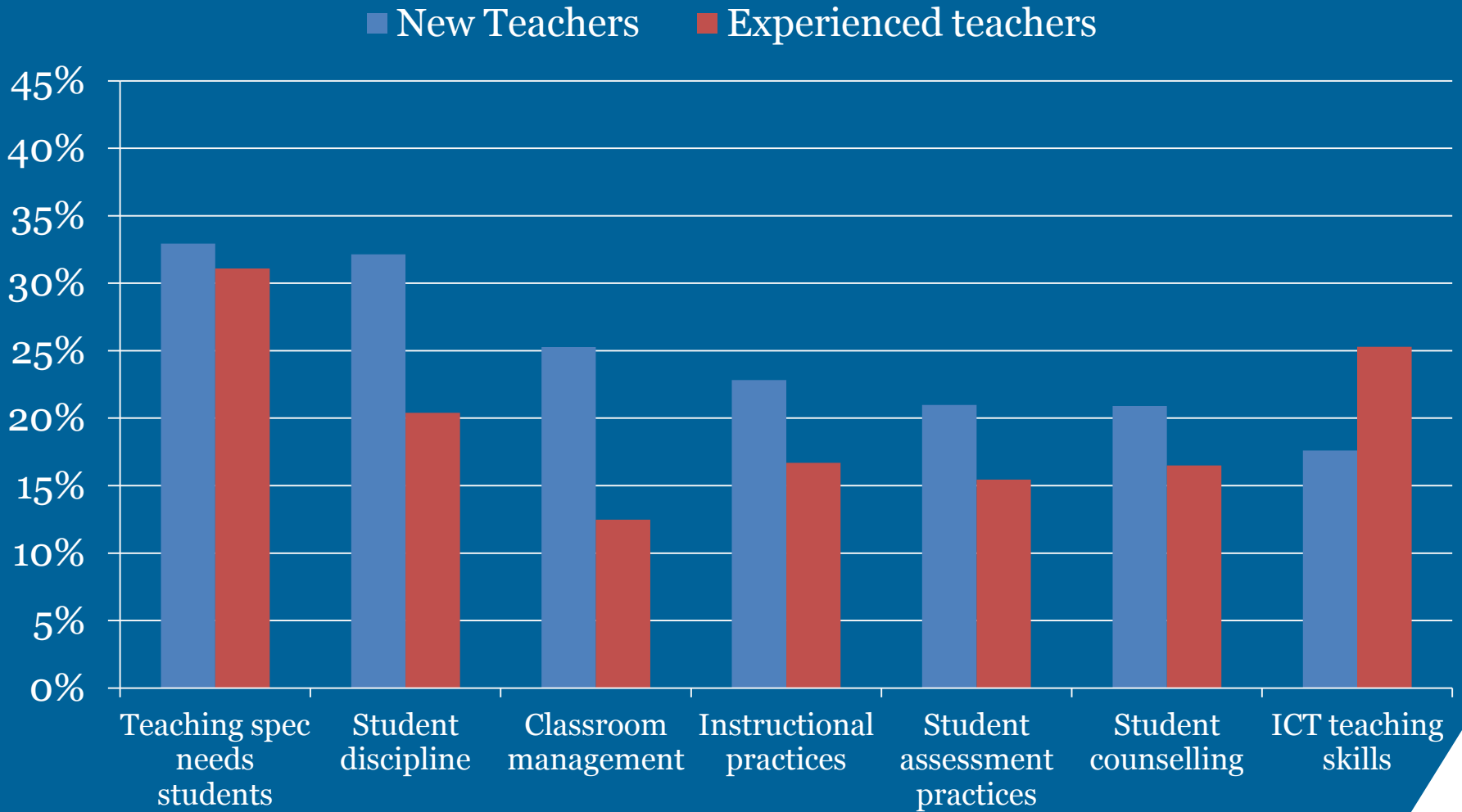


Percentage of teachers who wanted to participate in more development



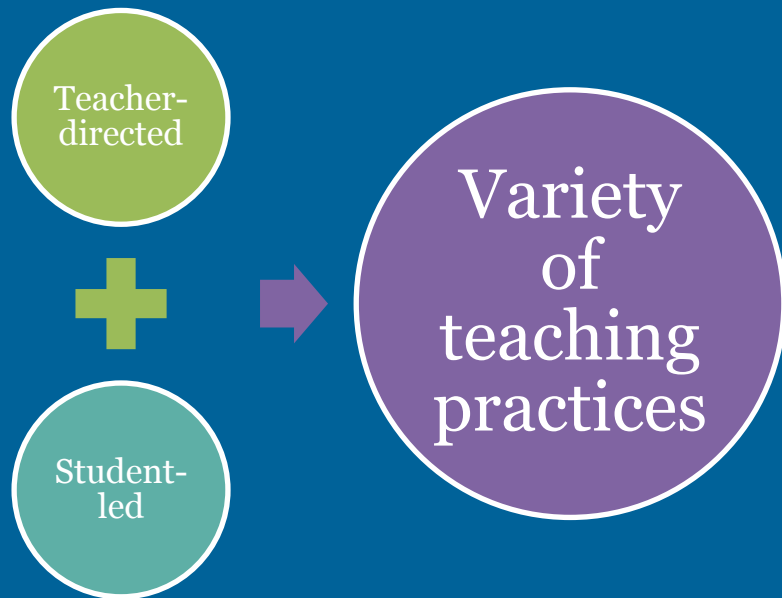


Main areas of professional development need





What does TALIS tell us about Teaching Practices?



FINDING: TALIS found that only a minority of teachers reports a comparatively diverse and frequent use of different classroom teaching practices.



Professional Learning Communities (PLC) in schools

PLC: school-wide community with shared objective of improving student learning through sustained, systemic professional learning.

- To identify whether teachers are in a PLC, TALIS asks them about:
 - Shared vision
 - Focus on learning
 - Reflection
 - De-privatisation of practice
 - Collaborative activities

FINDING:

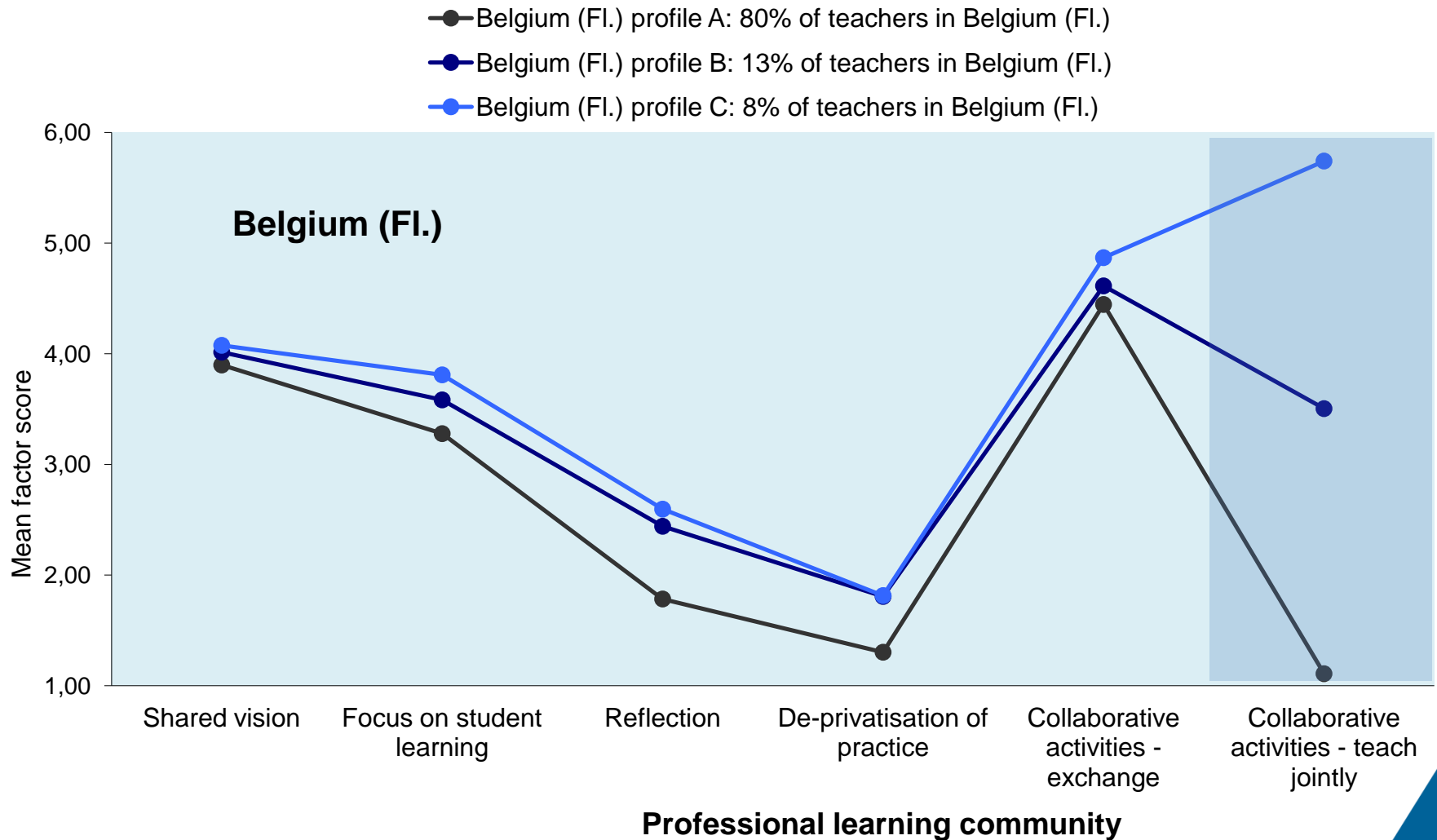
Across countries, few teachers belong to a PLC.

PLCs in schools could provide ongoing support and PD.



Country examples: Group 1

Austria, Belgium (Fl.), Bulgaria, Estonia, Hungary, Iceland, Italy, Norway, Poland, and Turkey

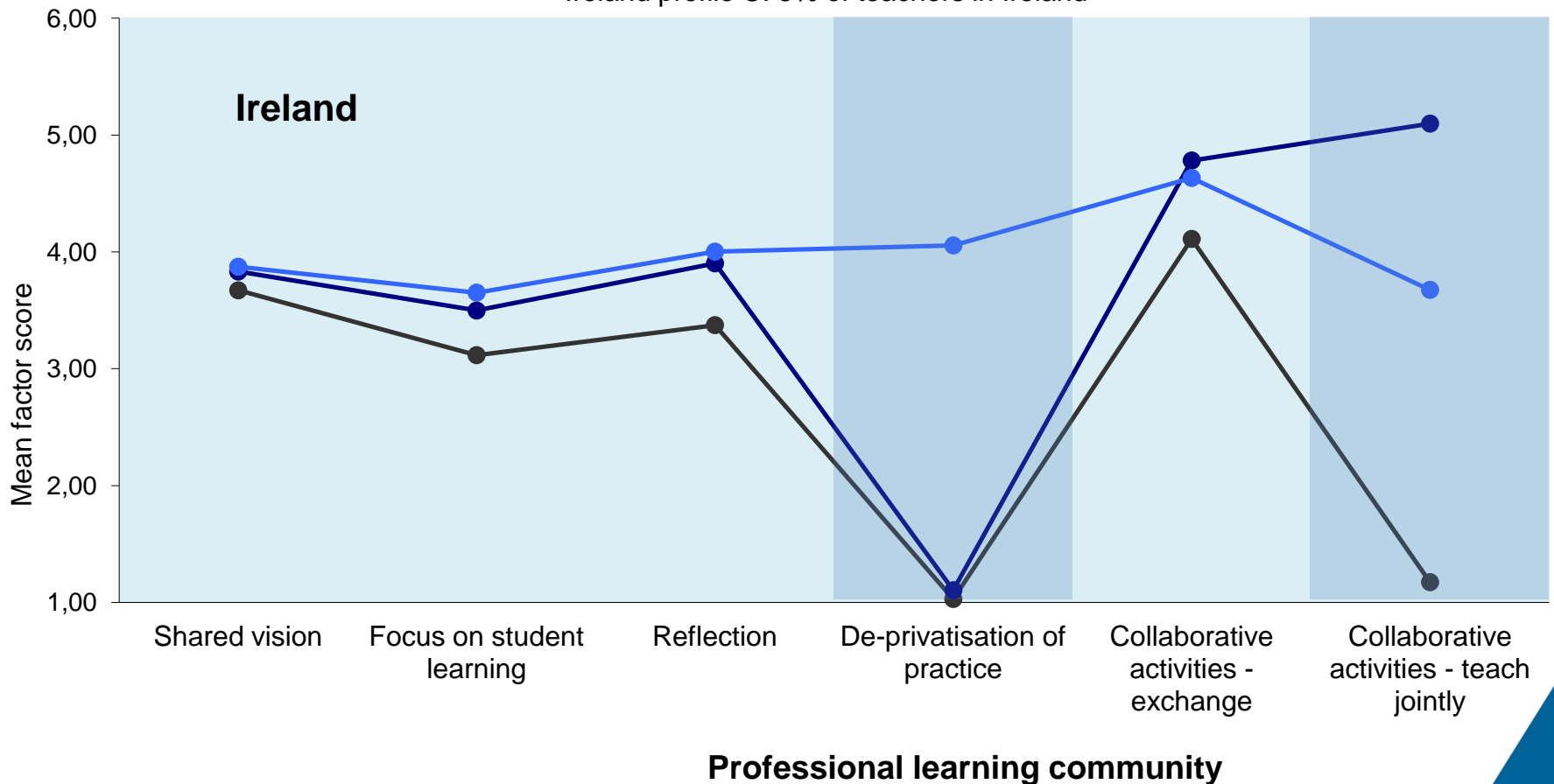




Country examples: Group 2

Ireland, Malta, Mexico, and Spain

- Ireland profile A: 78% of teachers in Ireland
- Ireland profile B: 17% of teachers in Ireland
- Ireland profile C: 5% of teachers in Ireland

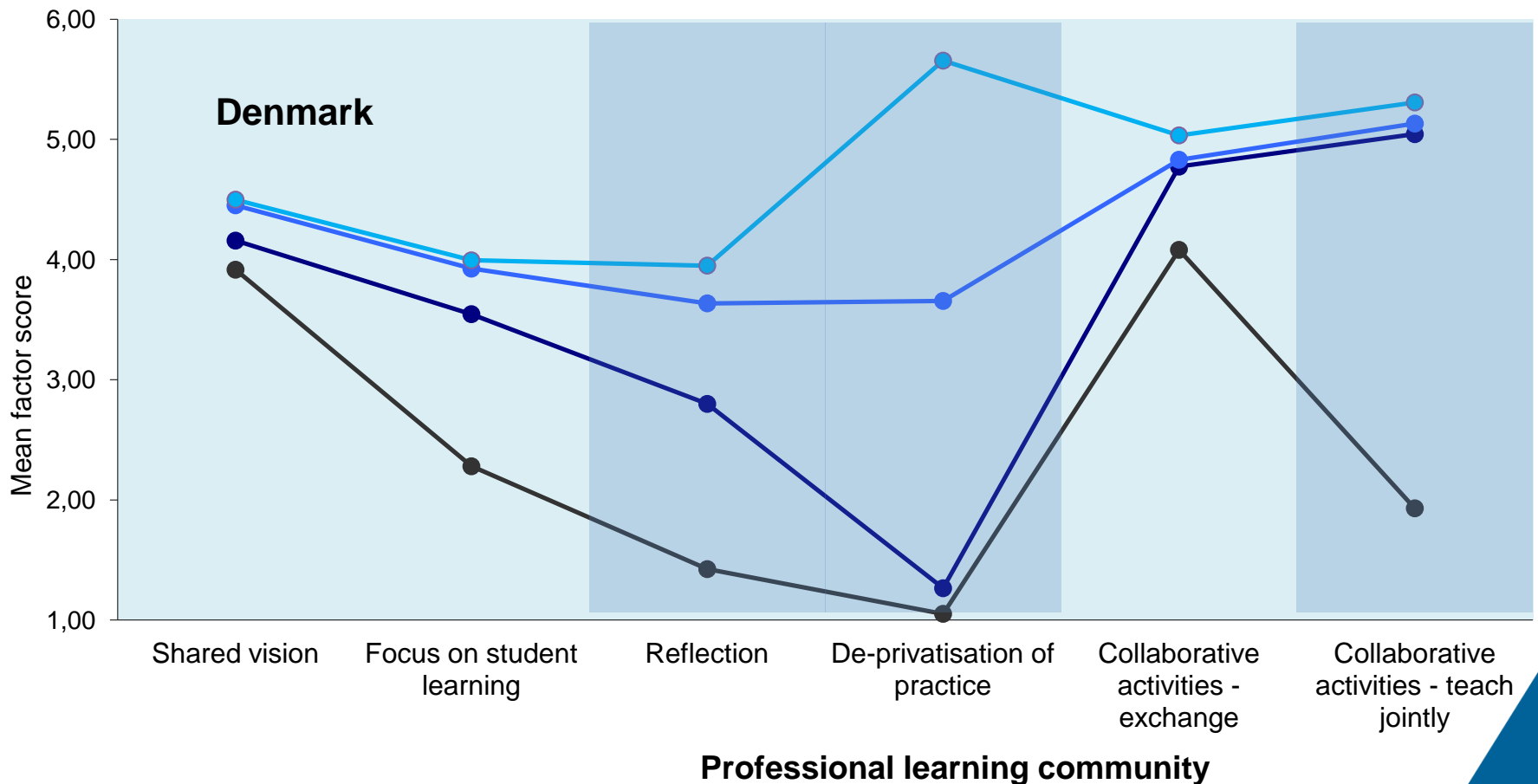




Country examples: Group 3

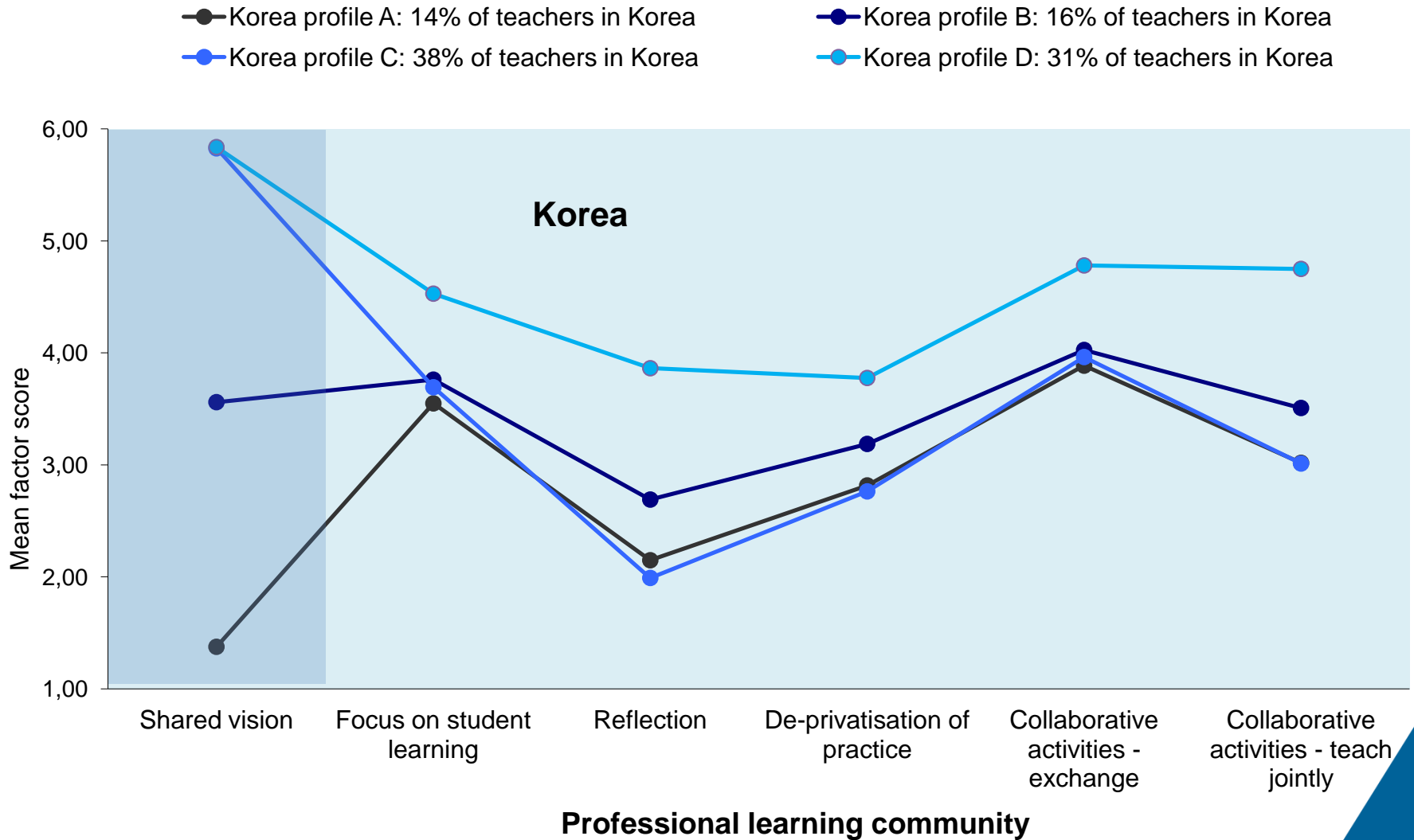
Australia, Brazil, and Denmark

- Denmark profile A: 12% of teachers in Denmark
- Denmark profile B: 60% of teachers in Denmark
- Denmark profile C: 16% of teachers in Denmark
- Denmark profile D: 12% of teachers in Denmark



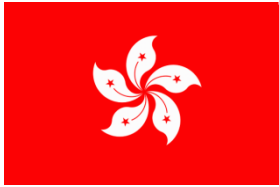


Country examples: Exception Korea





Country Examples: Professional Development



Hong Kong

- Mentoring and induction programme for all new teachers that includes:
 - Toolkit for teachers and guidelines for schools to provide support
 - Mentoring
 - Network of teachers
 - Dissemination of research and good practice



Ontario

- Teachers must develop and review professional development plan each year
- Includes growth objectives, part of yearly evaluation with principal



RECOGNITION AND CAREER PROGRESSION



Teacher appraisal and feedback

Teachers who do receive appraisal and feedback view it positively:

83% of teachers agree that the appraisal and feedback they have received are fair, and 73% find it helpful in the development of their work.

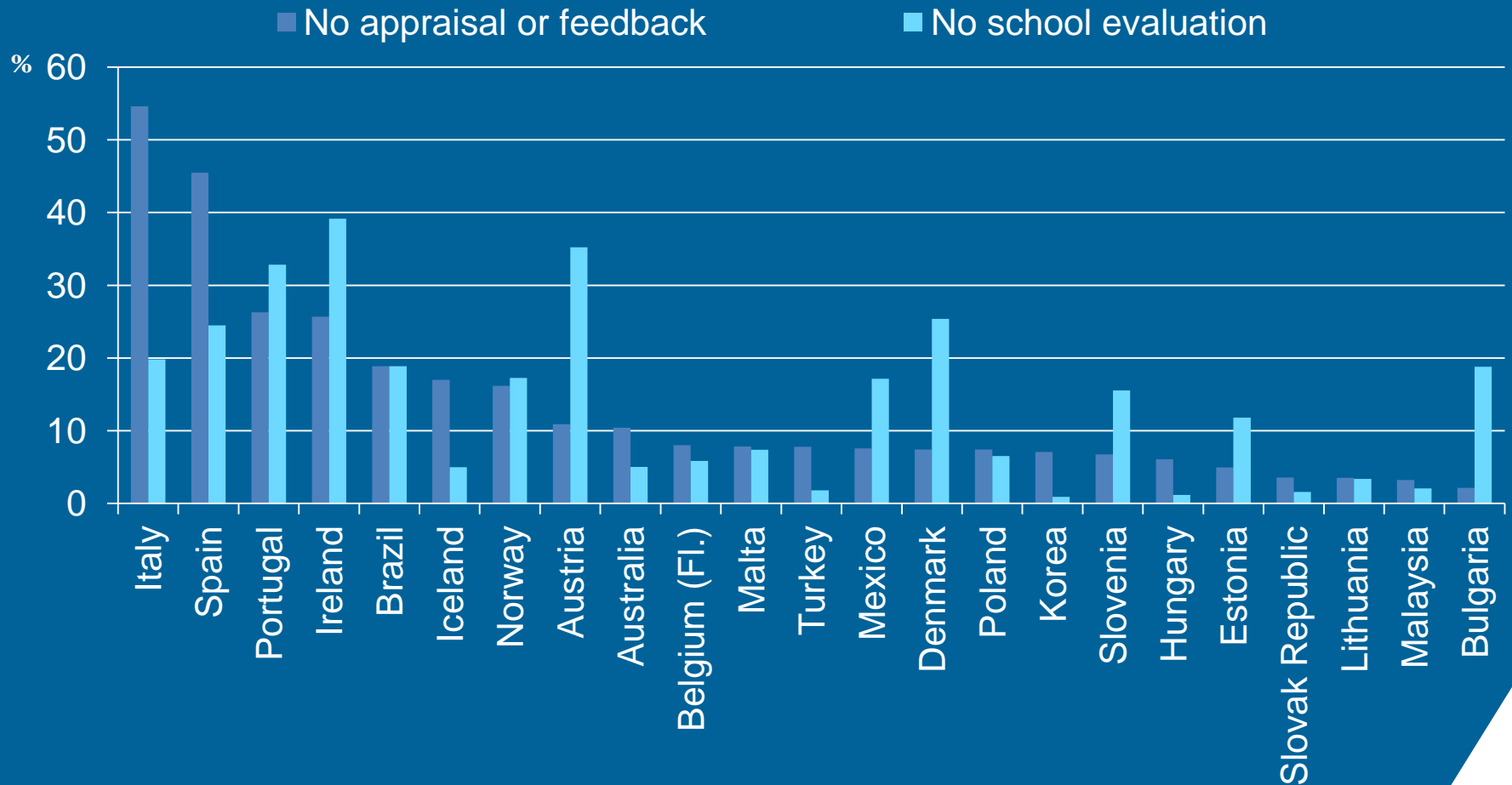
But...only a minority of teachers reported that their evaluation affects their professional development, career, or pay.

(TALIS 2008)



What feedback do teachers receive?

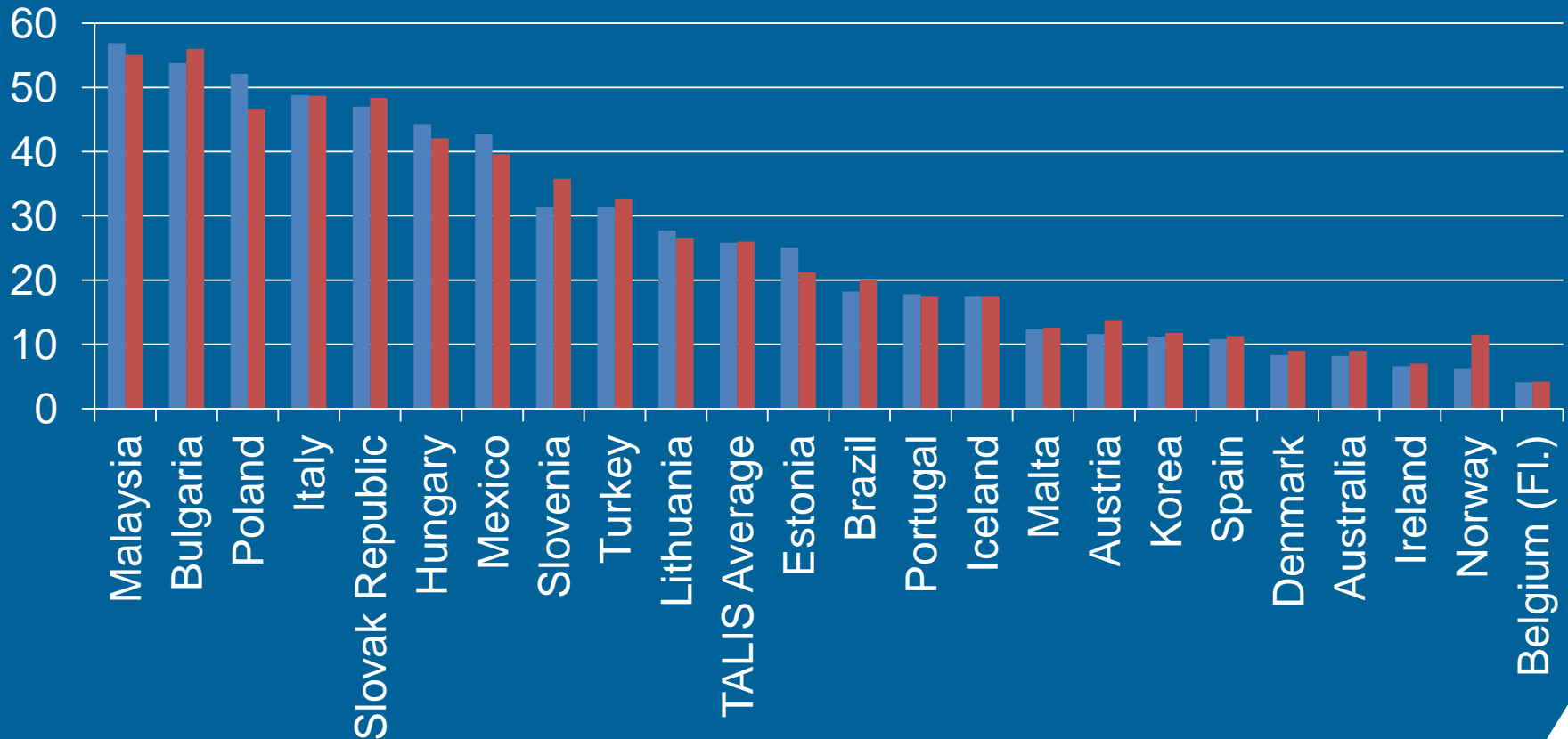
Teachers who received no appraisal or feedback and teachers in schools that had no school evaluation in the previous 5 years





Outcomes of teacher feedback

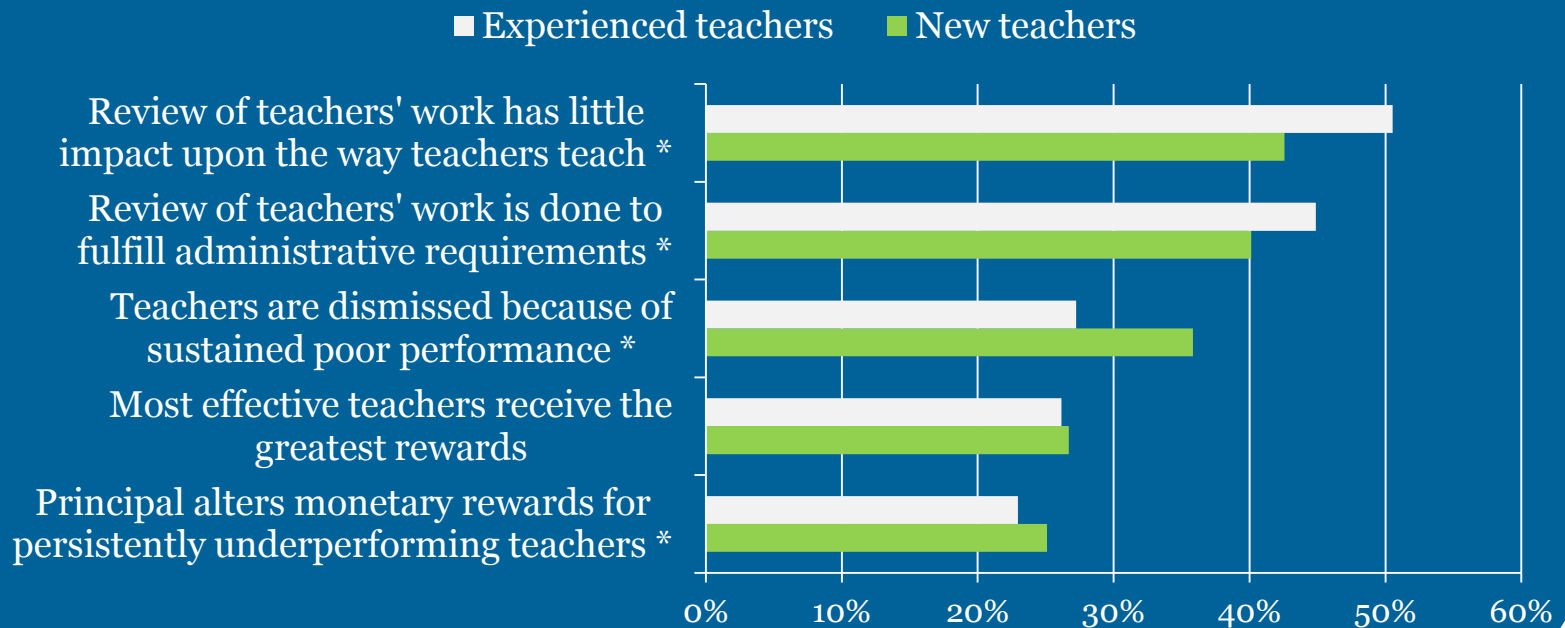
- Teachers would receive rewards for improved teaching quality
- Teachers would receive rewards for innovative teaching





New teachers are especially positive

- At the school level, new teachers are somewhat more positive than experienced ones about the importance and consequences of appraisal and feedback.





Country Examples: Evaluation and career progression



Australia

- Teacher career advancement through advanced skills teacher positions
- Formal position recognising quality teachers, increased responsibilities and pay

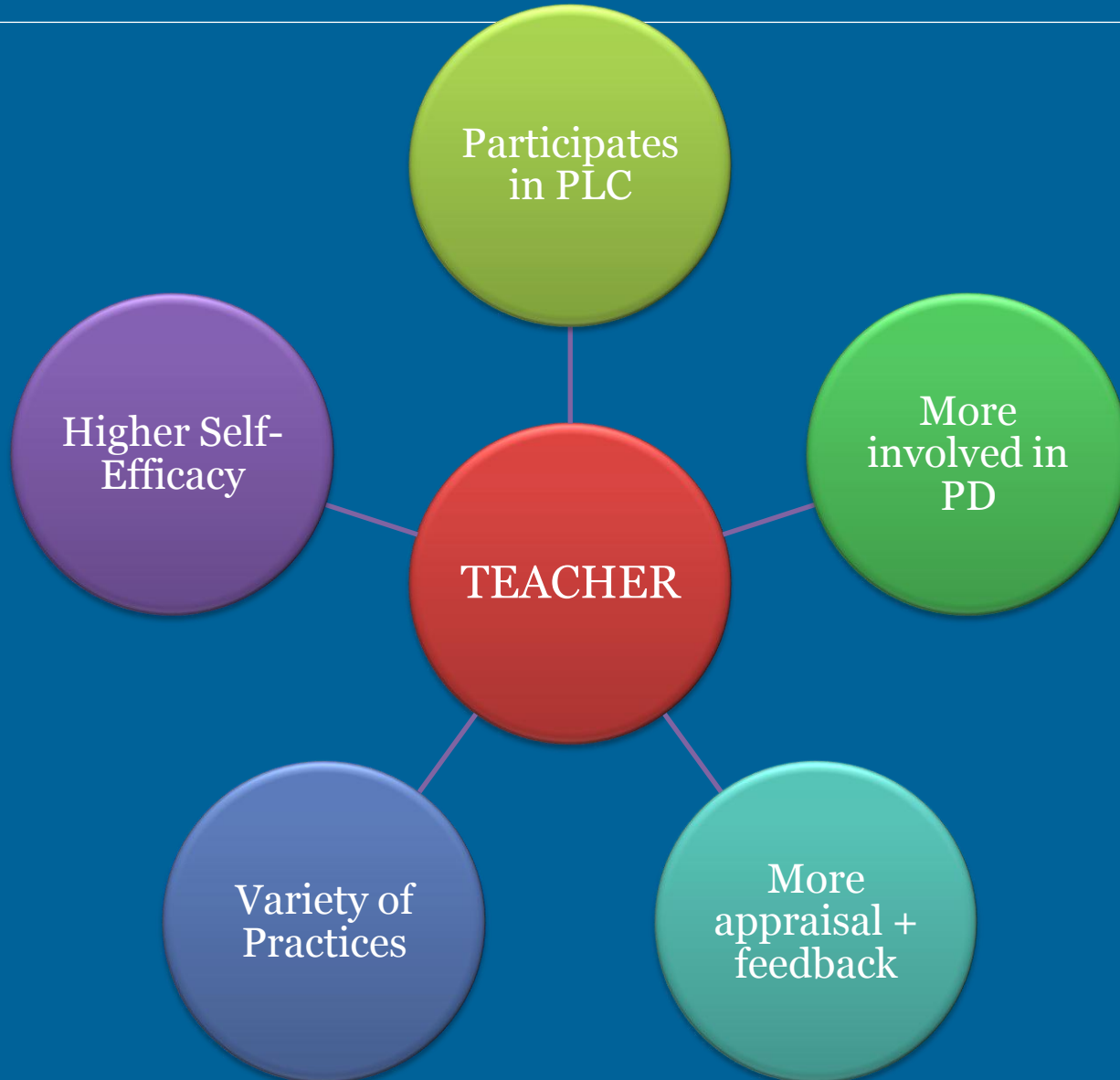


Singapore

- Enhanced Performance Management system provides three distinct career tracks for teachers:
 - Teaching (to become Master teacher)
 - Leadership
 - Senior specialist



Looking at the Whole Picture





WHAT IS NEXT?



New TALIS data is on the way

- Launch of TALIS 2013 results in June 2014
 - Tokyo, Japan Ministerial event, 25-26 June and other simultaneous launch events worldwide.
 - Initial report: ISCED 2 with key indicators from ISCED 1 and 3
 - Full volume covering ISCED 1 and 3 data to be published in December 2014



Future Developments

- TALIS is beginning a video study of teaching practices for internationally-comparative data on teaching practices
- Recruitment for TALIS 2018 will start in summer 2014
 - Interest from many new countries
 - OECD will send additional information to countries regarding cost and process in 2014.



THANK YOU

Kristen Weatherby
Kristen.weatherby@oecd.org
@kristen_TALIS

For more information, visit www.oecd.org/talis

