THE FUTURE OF THE TEACHING PROFESSION IN EUROPE

Kristen Weatherby
Senior Analyst – OECD
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Developing teaching as a profession

Recruit top candidates into the profession

Support teachers in continued development of practice

Retain and recognise effective teachers – path for growth

Improve the societal view of teaching as a profession
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:**

<table>
<thead>
<tr>
<th>Prospective teachers</th>
<th>Bachelor’s degree required</th>
<th>Master’s degree required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Great majority of countries</td>
<td>10 countries</td>
</tr>
<tr>
<td>Lower secondary</td>
<td>Half of countries</td>
<td>Half of countries</td>
</tr>
<tr>
<td>Upper secondary</td>
<td>11 countries</td>
<td>Majority of countries</td>
</tr>
</tbody>
</table>

• **21 countries offer additional support mechanisms for new teachers (2010-2011)**
Minimum and Maximum teachers’ salaries in lower secondary education (2010)

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

- New teachers
- Experienced teachers

Countries:
- Australia
- Austria
- Belgium (Fl.)
- Brazil
- Bulgaria
- Denmark
- Estonia
- Hungary
- Iceland
- Ireland
- Italy
- Korea
- Lithuania
- Malaysia
- Malta
- Mexico
- Norway
- Poland
- Portugal
- Slovak Republic
- Slovenia
- Spain
- Turkey
- TALIS average

Percentage ranges:
- 50% to 90%
Time spent keeping order in the classroom

New teachers  Experienced teachers

Australia  Austria  Belgium (El.)  Brazil  Bulgaria  Denmark  Estonia  Hungary  Iceland  Ireland  Italy  Korea  Lithuania  Malaysia  Malta  Mexico  Norway  Poland  Portugal  Slovak Republic  Slovenia  Spain  Turkey  TALIS average
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

<table>
<thead>
<tr>
<th>Finland</th>
<th>Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Very competitive: 1 in 10 students accepted into teacher preparation for primary education</td>
<td>• Teacher trainees receive salaries as Ministry employees and are eligible for bonuses and benefits like retirement plans, etc.</td>
</tr>
<tr>
<td>• Research-based structure; all teachers complete Master’s thesis</td>
<td>• In return, new teachers are required to complete 3-5 years of service.</td>
</tr>
</tbody>
</table>

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

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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.

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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participation</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Courses/workshops (e.g., on subject matter or methods and/or other education-related topics)</td>
<td>Yes, No</td>
<td>No impact, A small impact, A moderate impact, A large impact</td>
</tr>
<tr>
<td>b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)</td>
<td>Yes, No</td>
<td>No impact, A small impact, A moderate impact, A large impact</td>
</tr>
<tr>
<td>c) Qualification programme (e.g., a degree programme)</td>
<td>Yes, No</td>
<td>No impact, A small impact, A moderate impact, A large impact</td>
</tr>
<tr>
<td>d) Observation visits to other schools</td>
<td>Yes, No</td>
<td>No impact, A small impact, A moderate impact, A large impact</td>
</tr>
<tr>
<td>e) Participation in a network of teachers formed specifically for the professional development of teachers</td>
<td>Yes, No</td>
<td>No impact, A small impact, A moderate impact, A large impact</td>
</tr>
<tr>
<td>f) Individual or collaborative research on a topic of interest to you professionally</td>
<td>Yes, No</td>
<td>No impact, A small impact, A moderate impact, A large impact</td>
</tr>
<tr>
<td>g) Mentoring and/or peer observation and coaching, as part of a formal school arrangement</td>
<td>Yes, No</td>
<td>No impact, A small impact, A moderate impact, A large impact</td>
</tr>
</tbody>
</table>
Comparison of the level and intensity of participation in professional development

- **TALIS Average**
  - Mexico
  - Korea
  - Poland
  - Spain

- **Average days of professional development**
  - Turkey
  - Denmark
  - Iceland
  - Slovak Republic
  - Hungary
  - Norway

- **Percentage of teachers undertaking professional development**
Percentage of teachers who wanted to participate in more development

Mexico  Brazil  Malaysia  Portugal  Norway  Bulgaria  Spain  Korea  Italy  Australia  Ireland  Estonia  Turkey  Denmark  Lithuania  Austria  Poland  Malta  Slovak Republic  Hungary  Iceland  Slovenia  Belgium (Fl.)
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.

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.

**PLC:** school-wide community with shared objective of improving student learning through sustained, systemic professional learning.
Country examples: Group 1
Austria, Belgium (Fl.), Bulgaria, Estonia, Hungary, Iceland, Italy, Norway, Poland, and Turkey

Belgium (Fl.)

- Belgium (Fl.) profile A: 80% of teachers in Belgium (Fl.)
- Belgium (Fl.) profile B: 13% of teachers in Belgium (Fl.)
- Belgium (Fl.) profile C: 8% of teachers in Belgium (Fl.)

Professional learning community

Mean factor score

- Shared vision
- Focus on student learning
- Reflection
- De-privatisation of practice
- Collaborative activities - exchange
- Collaborative activities - teach jointly
Country examples: Group 2
Ireland, Malta, Mexico, and Spain

Shared vision
Focus on student learning
Reflection
De-privatisation of practice
Collaborative activities - exchange
Collaborative activities - teach jointly

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

Mean factor score
Professional learning community

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

Professional learning community
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

Diagram showing professional learning community factors: Shared vision, Focus on student learning, Reflection, De-privatisation of practice, Collaborative activities - exchange, Collaborative activities - teach jointly.
Country examples: Exception Korea

Korea profile A: 14% of teachers in Korea
Korea profile B: 16% of teachers in Korea
Korea profile C: 38% of teachers in Korea
Korea profile D: 31% of teachers in Korea

Professional learning community:
- Shared vision
- Focus on student learning
- Reflection
- De-privatisation of practice
- Collaborative activities - exchange
- Collaborative activities - teach jointly
### Country Examples: Professional Development

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<th>Hong Kong</th>
<th>Ontario</th>
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<tr>
<td>Mentoring and induction programme for all new teachers that includes:</td>
<td>Teachers must develop and review professional development plan each year</td>
</tr>
<tr>
<td>– Toolkit for teachers and guidelines for schools to provide support</td>
<td>– Includes growth objectives, part of yearly evaluation with principal</td>
</tr>
<tr>
<td>– Mentoring</td>
<td></td>
</tr>
<tr>
<td>– Network of teachers</td>
<td></td>
</tr>
<tr>
<td>– Dissemination of research and good practice</td>
<td></td>
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RECOGNITION AND CAREER PROGRESSION
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.

No appraisal or feedback
No school evaluation

%
Outcomes of teacher feedback

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

Bar chart showing the outcomes of teacher feedback across various countries, with bars indicating the percentage of teachers receiving rewards for improved or 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.

Review of teachers' work has little impact upon the way teachers teach *(*)
Review of teachers' work is done to fulfill administrative requirements *(*)
Teachers are dismissed because of sustained poor performance *(*)
Most effective teachers receive the greatest rewards
Principal alters monetary rewards for persistently underperforming teachers *(*)
### Country Examples: Evaluation and career progression

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<thead>
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<tbody>
<tr>
<td>• Teacher career advancement through advanced skills teacher positions</td>
<td>• Enhanced Performance Management system provides three distinct career tracks for teachers:</td>
</tr>
<tr>
<td>• Formal position recognising quality teachers, increased responsibilities and pay</td>
<td>– Teaching (to become Master teacher)</td>
</tr>
<tr>
<td></td>
<td>– Leadership</td>
</tr>
<tr>
<td></td>
<td>– Senior specialist</td>
</tr>
</tbody>
</table>
Looking at the **Whole Picture**

- **TEACHER**
  - Participates in PLC
  - Higher Self-Efficacy
  - Variety of Practices
  - More involved in PD
  - More appraisal + feedback
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