

# Building a High-Quality Teaching Profession

Lessons from around the world

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# High student performance

(PISA average reading, mathematics and science)

High average performance

Large socio-economic disparities

Low equity

Low average performance

Large socio-economic disparities

Low student performance

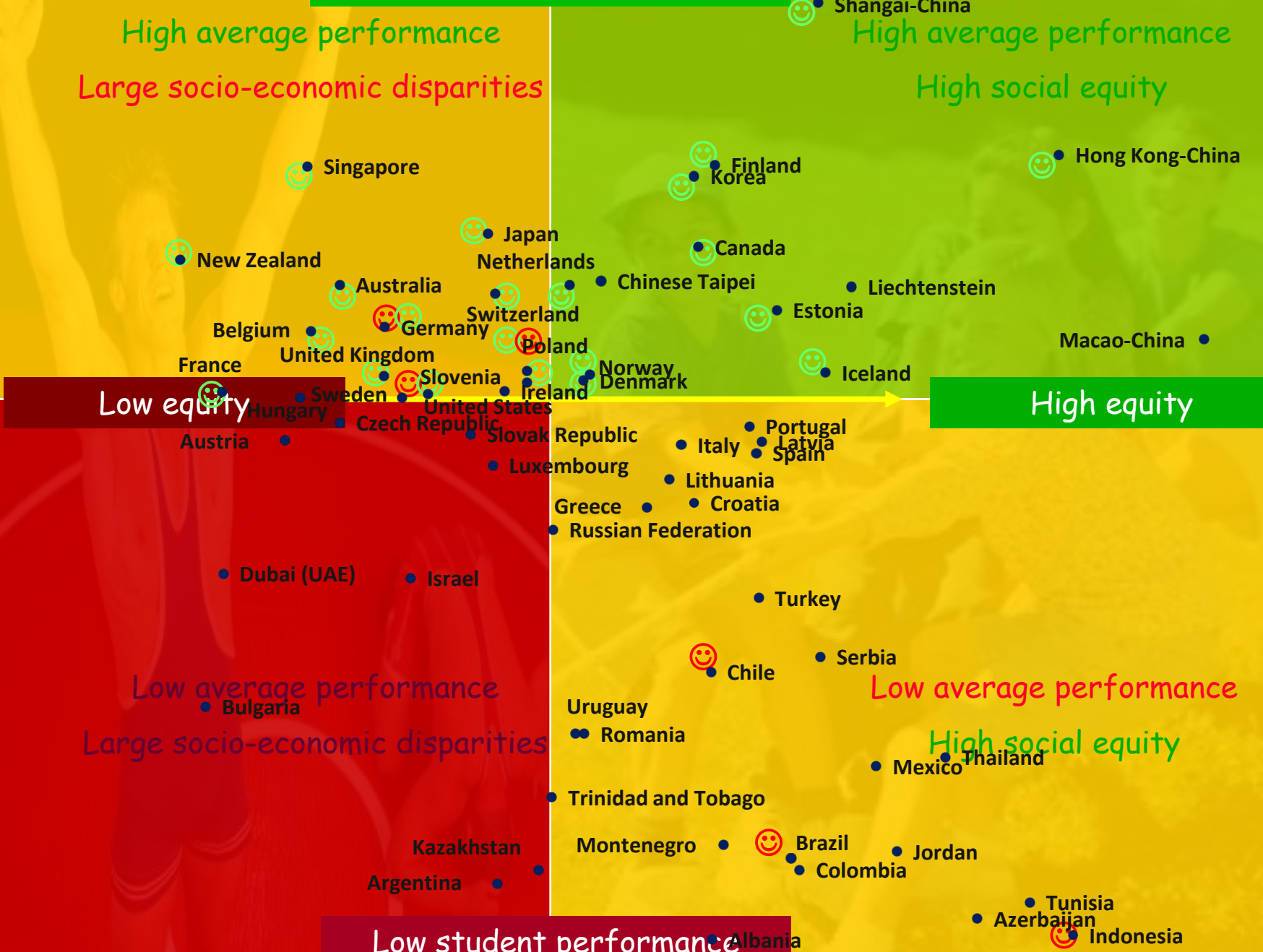
High average performance

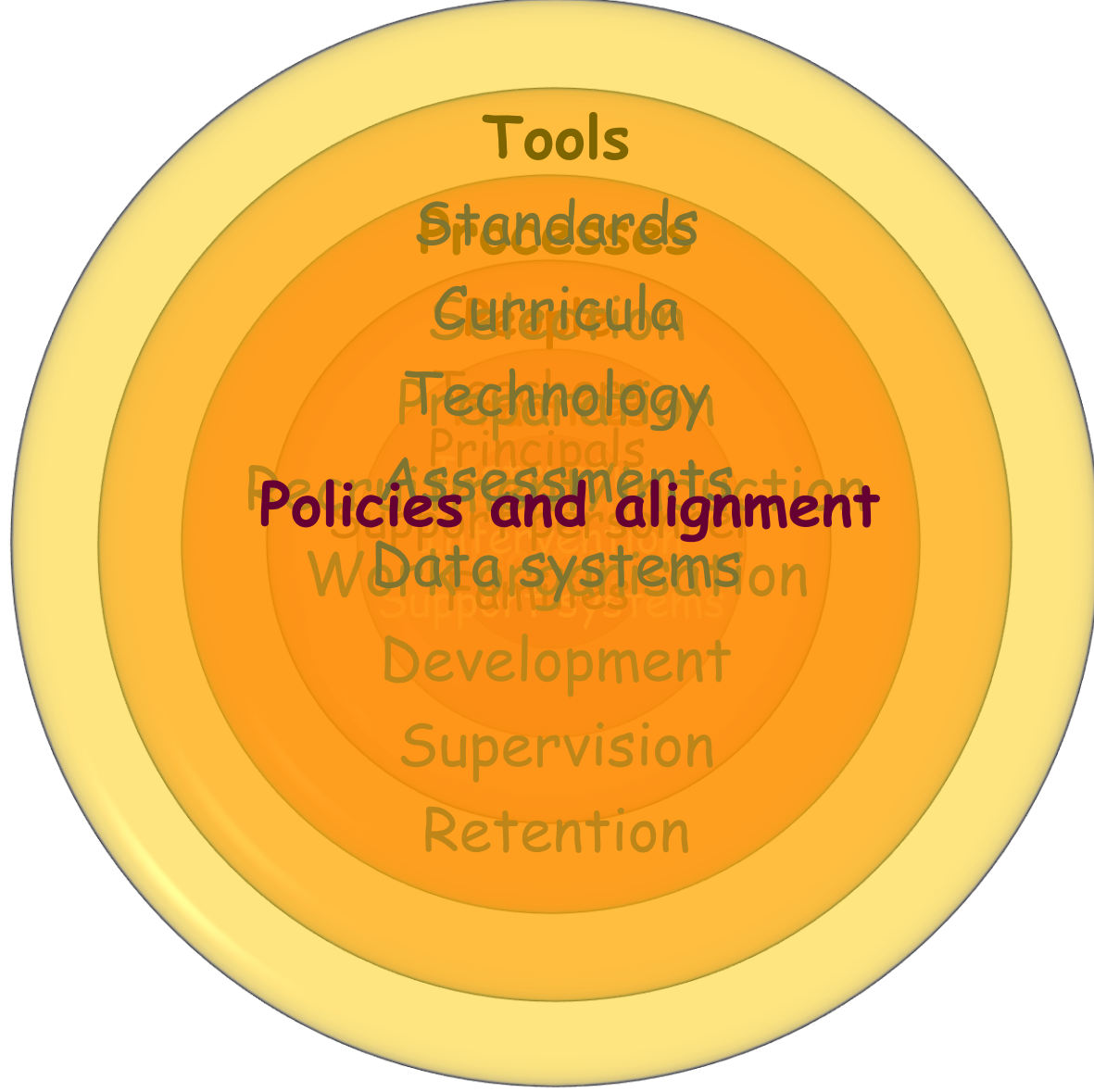
High social equity

High equity

Low average performance

High social equity





# Teacher policies

## The past

Student inclusion

## The most effective systems

Some students learn at high levels

All students learn at high levels

Curriculum, instruction and assessment

Routine cognitive skills for lifetime jobs

Learning to learn, complex ways of thinking, ways of working

Teacher quality

Taught to teach established content

High-level professional knowledge workers

Work organisation

'Tayloristic', hierarchical

Flat, collegial, differentiated and diverse careers

Teacher evaluation and accountability

Primarily to authorities

Also to peers and stakeholders

# How teachers are recruited into the profession and educated

## Great systems attract great teachers

Last year Finland had over 6000 applicants for 600 jobs.

## Great systems prioritize the quality of teachers...

...over the size of classes.

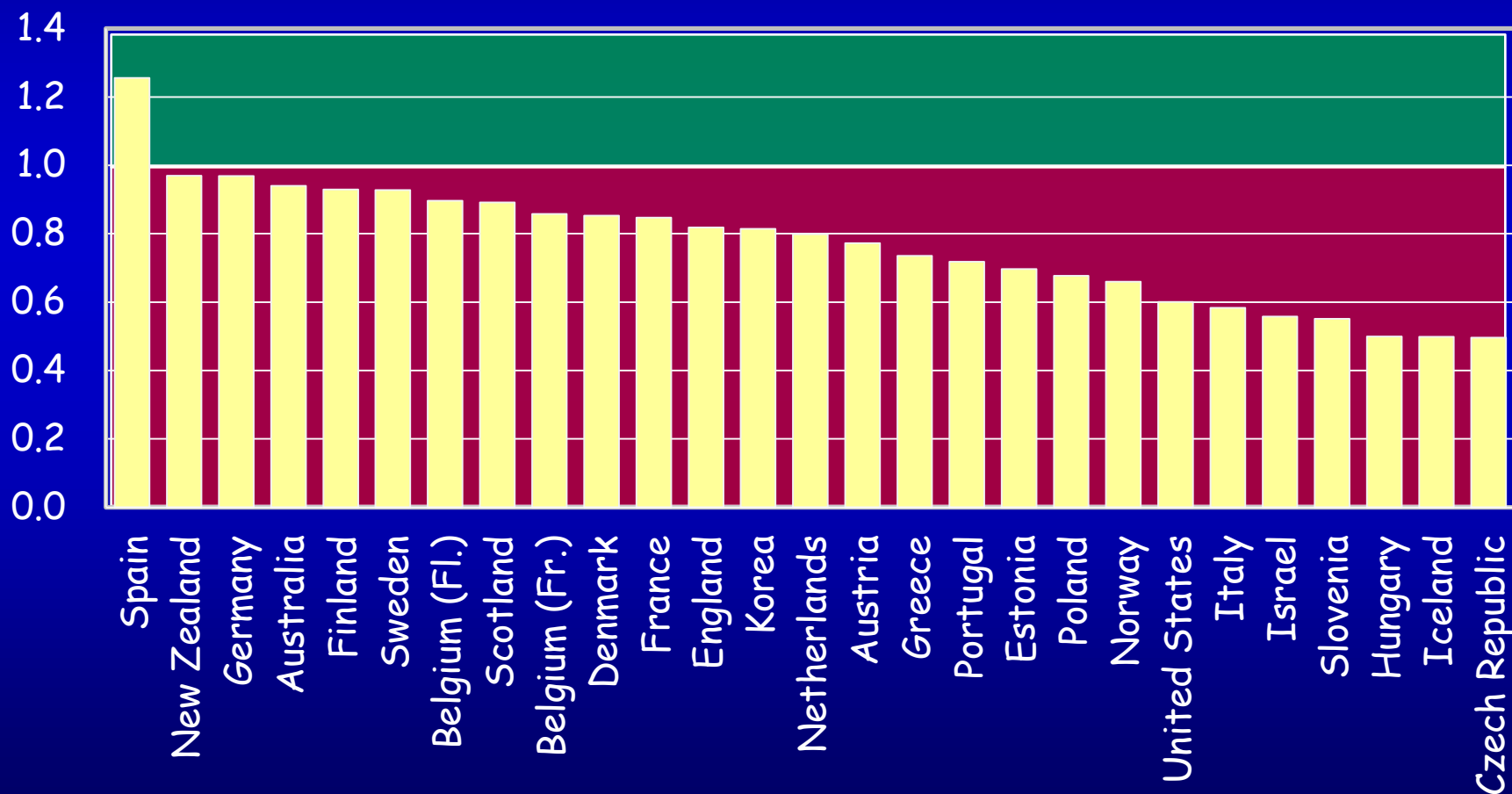
## Salaries matter...

...but career prospects, career diversity and giving teachers responsibility as professionals and leaders of reform are equally important.

# Teacher salaries

## relative to workers with college degrees

Ratio of salary after 15 years of experience/minimum training to earnings for full-time full-year workers with tertiary education aged 25 to 64



Source: OECD, Education at a Glance 2010, Table 3.1 (Fig 1.1 Building a High-Quality Teaching Profession)

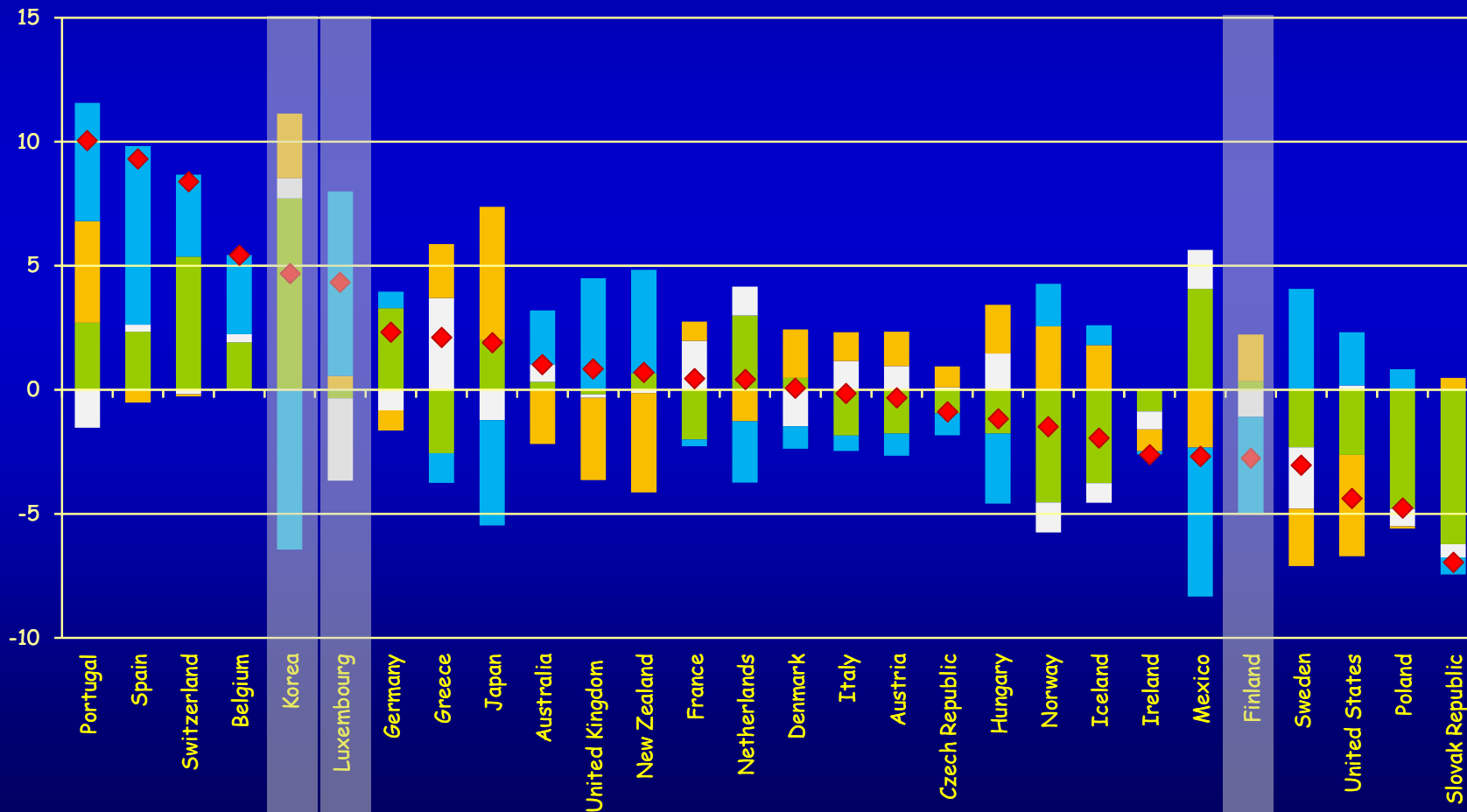
# High performing systems often prioritize the quality of teachers over the size of classes

Contribution of various factors to upper secondary teacher compensation costs per student as a percentage of GDP per capita (2004)

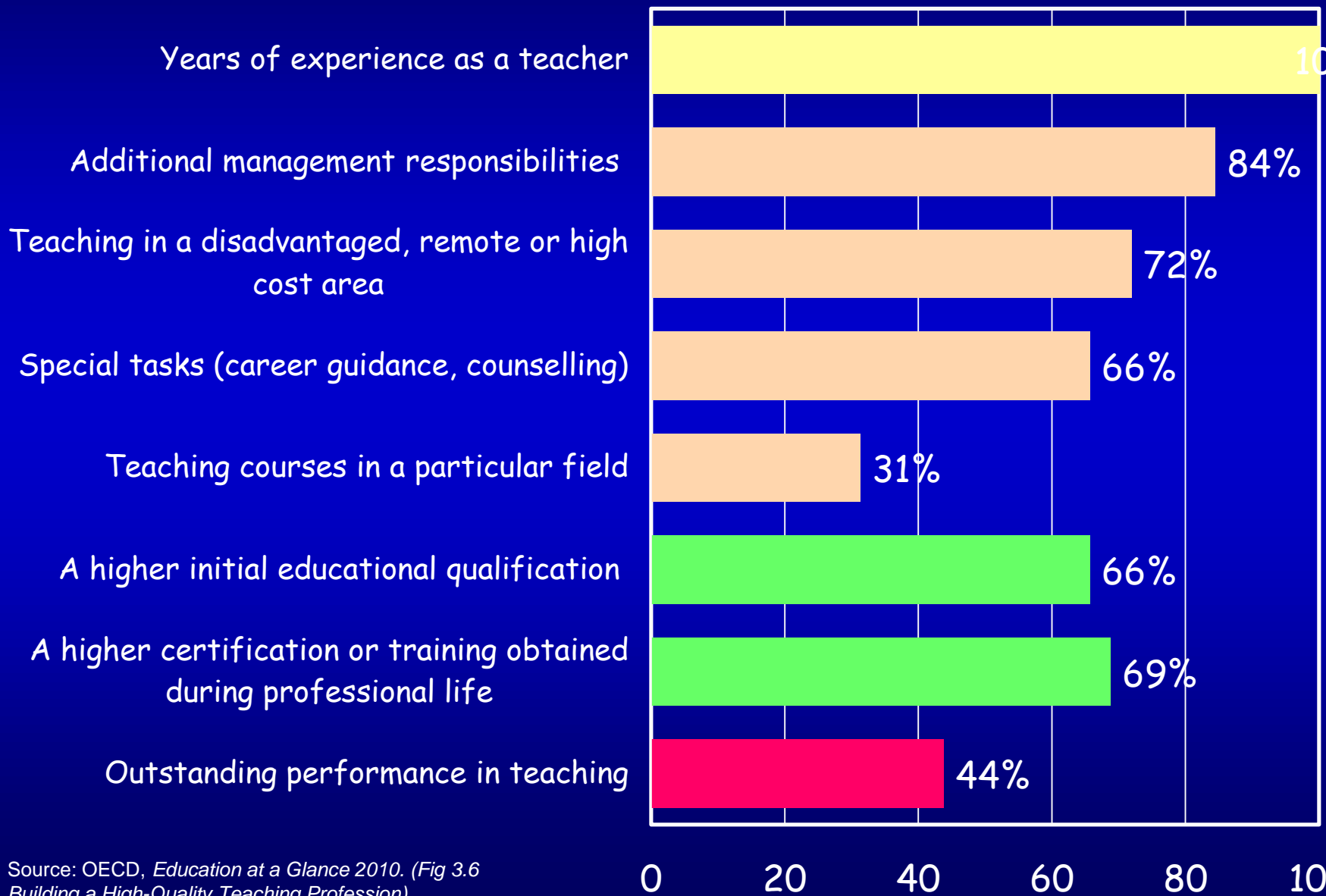
■ Salary as % of GDP/capita ■ Instruction time ■ 1/teaching time ■ 1/class size

Percentage points

◆ Difference with OECD average



# Percentage of OECD countries in which the following factors shape teacher pay



Source: OECD, *Education at a Glance 2010*. (Fig 3.6  
*Building a High-Quality Teaching Profession*)



# How teachers are recruited into the profession and educated

The status of teaching is not a static attribute of culture...  
...but has, in some countries, changed significantly.

Top-down initiatives alone were often insufficient to  
achieve deep and lasting changes  
(You can mandate compliance but you need to unleash excellence).

# School autonomy, accountability and student performance

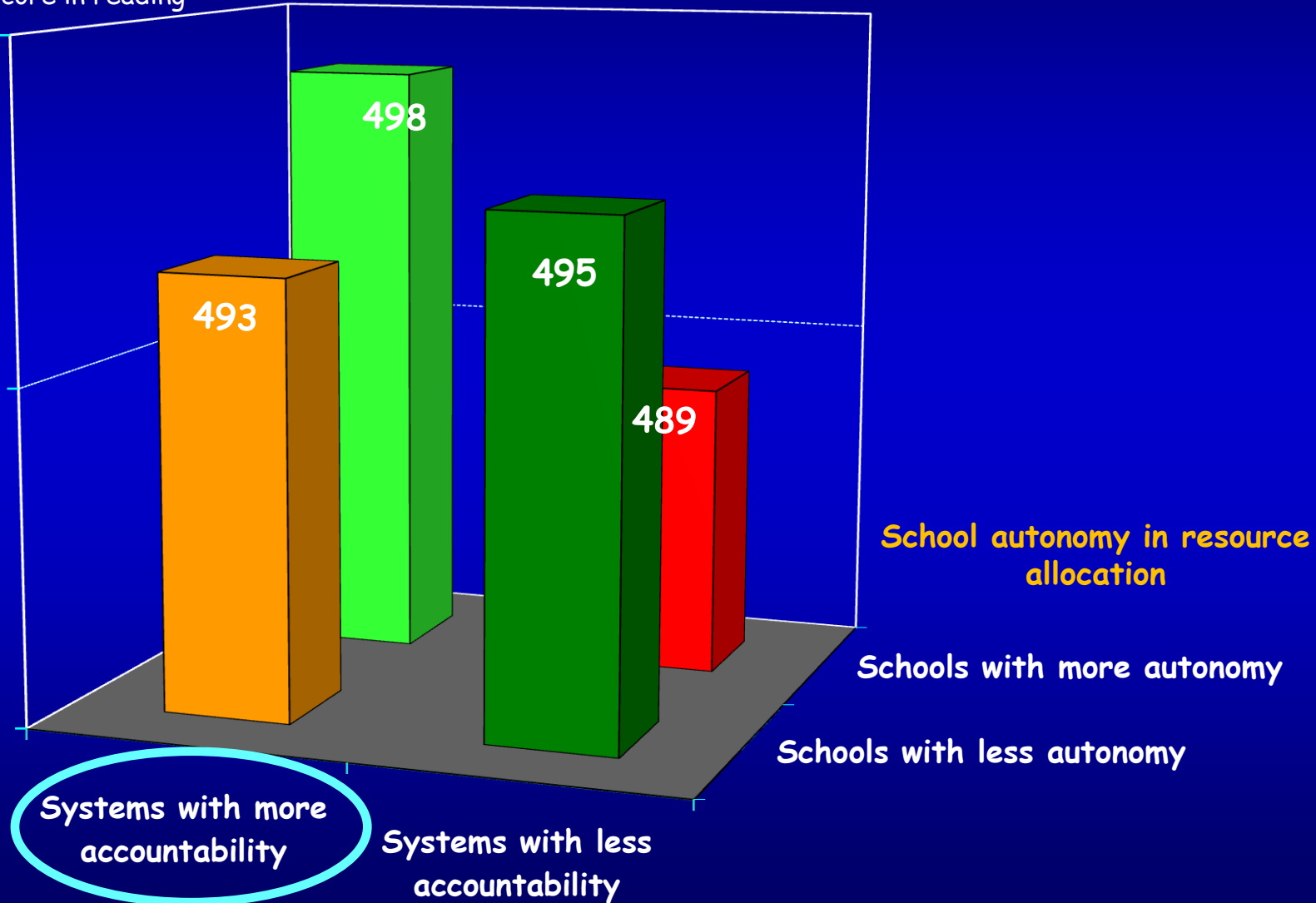
Impact of school autonomy on performance in systems with and without accountability arrangements

PISA score in reading

500

490

480



Systems with more accountability

Systems with less accountability

System's accountability arrangements

School autonomy in resource allocation

Schools with more autonomy

Schools with less autonomy

# Interesting practices to bring in a wider background of teachers

Opening the teaching profession to individuals with relevant experience outside education

...not just in vocational programs.

Recognizing the skills and experience gained outside education...

...and reflecting those in starting salaries.

Enabling appropriately qualified entrants, including mature student teacher trainees...

...to start working and earning a salary before acquiring teacher education qualifications.

Offering more flexible approaches to teacher education...

...that provide opportunities for part-time study and distance learning, and that give credits for relevant qualifications and experience .



International Summit on the Teaching Profession  
New York, 16-17 March 2011

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# How teachers are developed in service and supported

**No matter how good the pre-service education for teachers is**

...it cannot prepare teachers for rapidly changing challenges throughout their careers

**High-performing systems rely on ongoing professional to...**

...update individuals' knowledge of a subject in light of recent advances

...update skills and approaches in light of new teaching techniques, new circumstances, and new research

...enable teachers to apply changes made to curricula or teaching practice

...enable schools to develop and apply new strategies concerning the curriculum and teaching practice

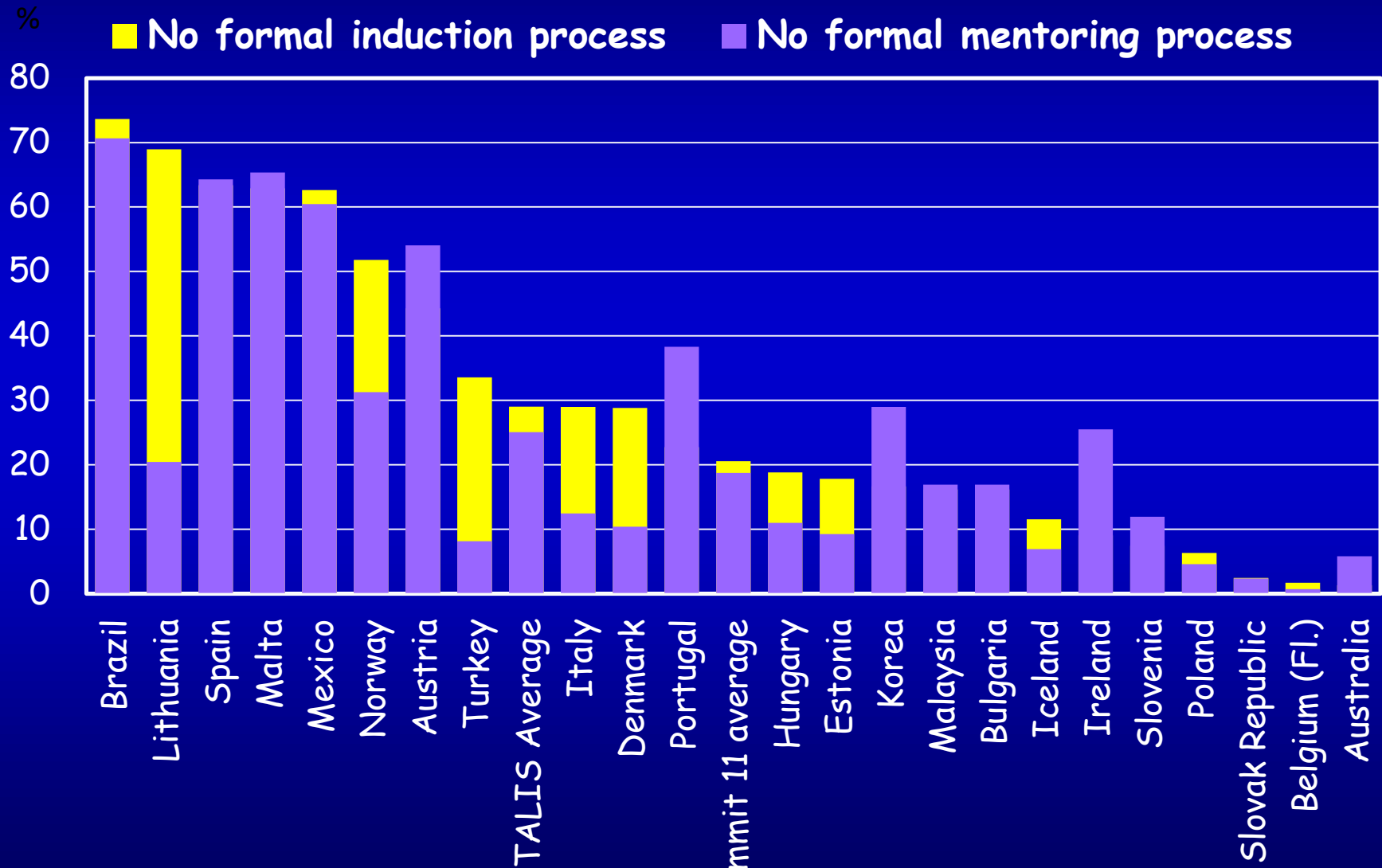
...exchange information and expertise among teachers and others

...help weaker teachers become more effective .

**Effective professional development is on-going...**

...includes training, practice and feedback, and adequate time and follow-up support

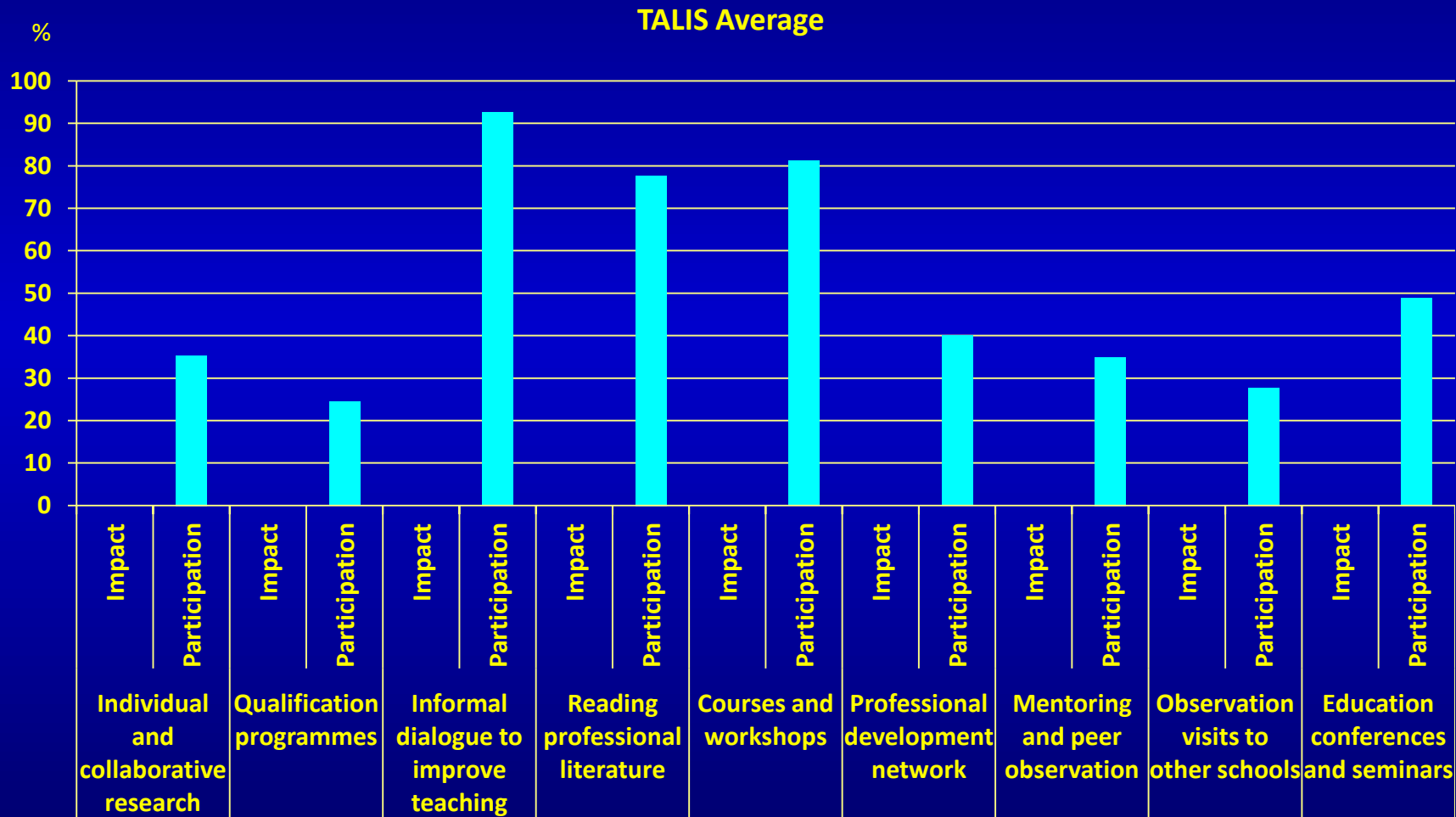
# Percentage of teachers without mentoring and induction



Source: OECD, TALIS Table 3.6 (Fig 2.1 Building a High-Quality Teaching Profession)

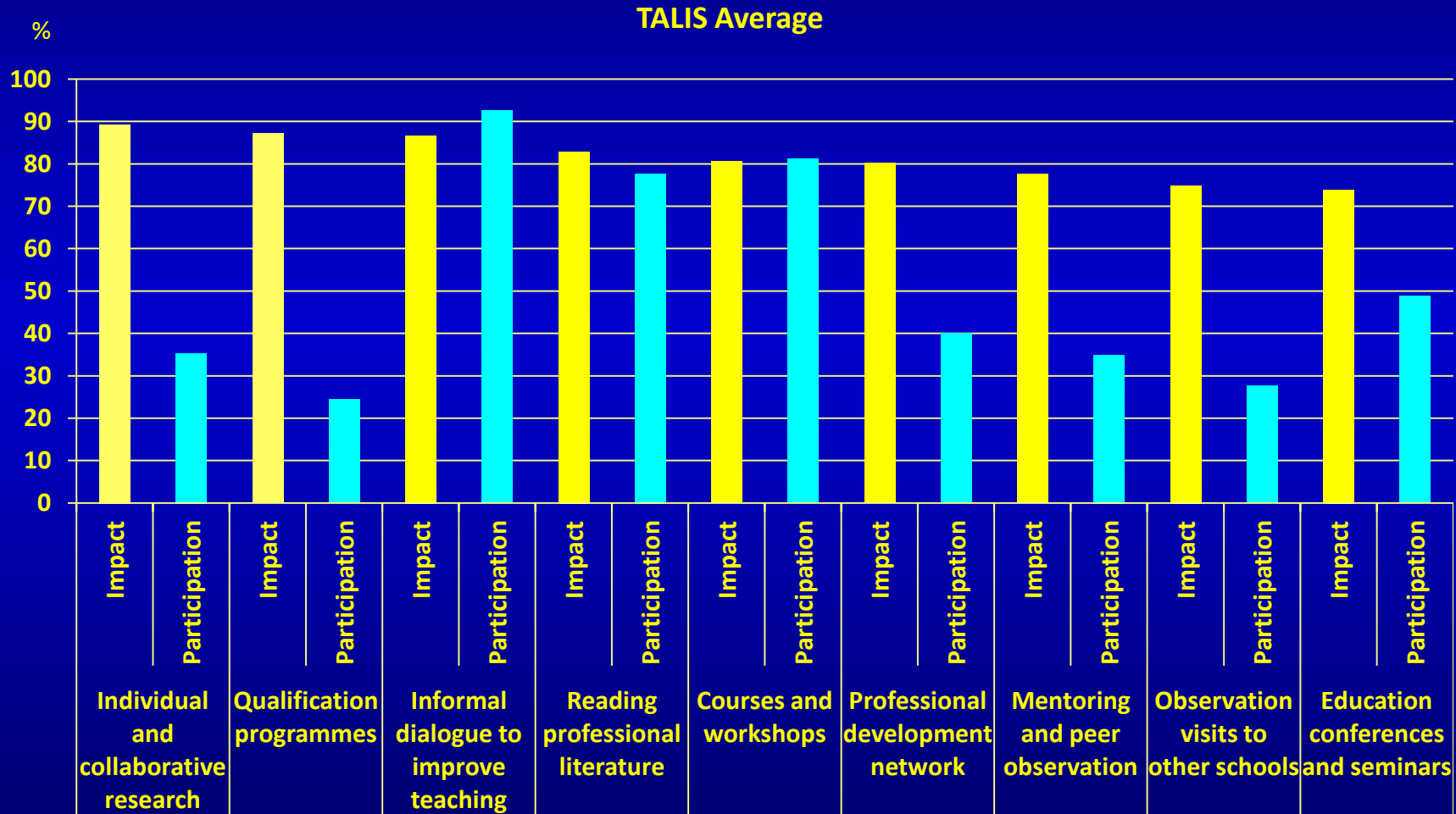
# Relatively few teachers participate in the kinds of professional development which they find has the largest impact on their work

Comparison of teachers participating in professional development activities and teachers reporting moderate or high level impact by types of activity



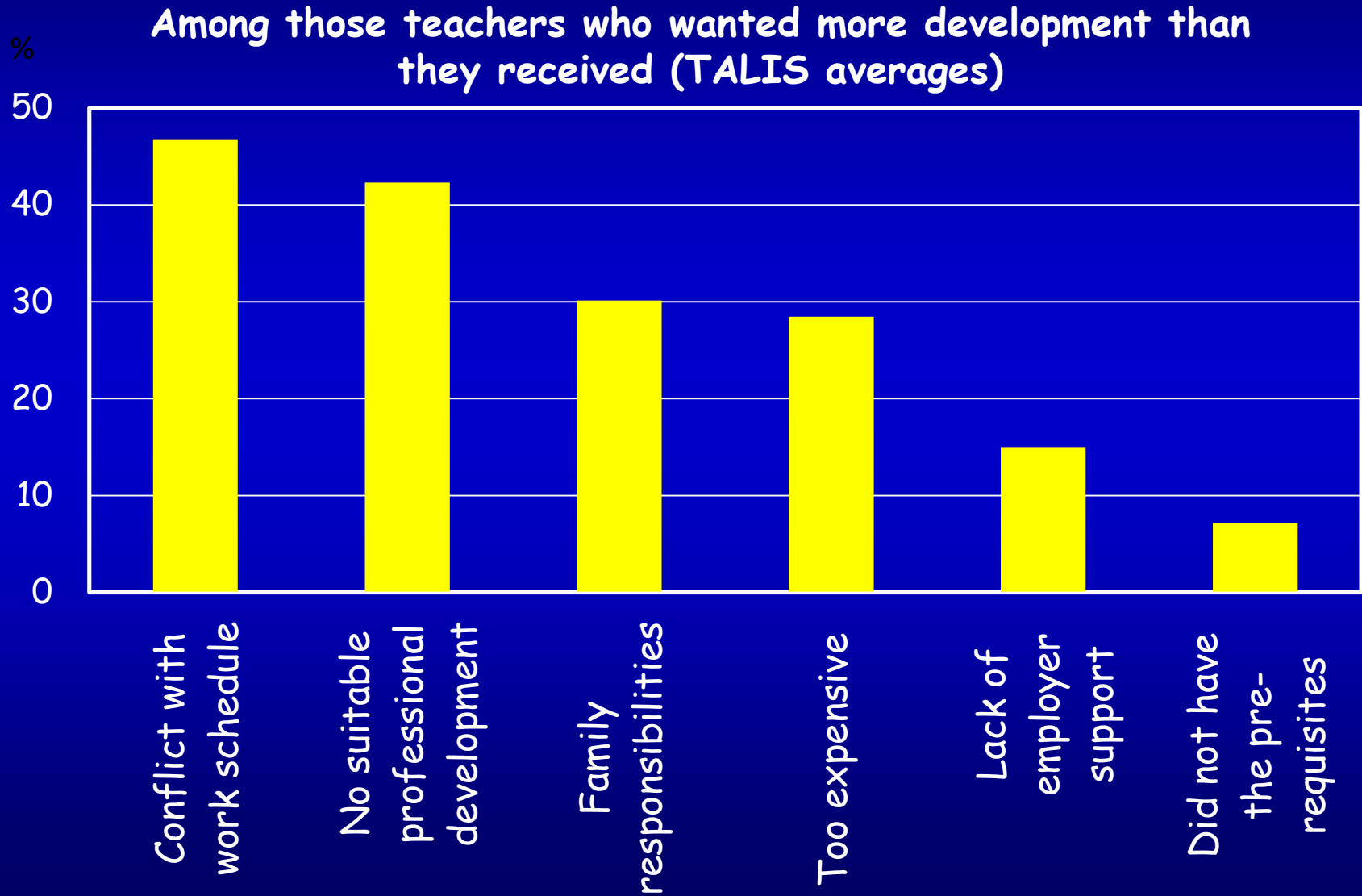
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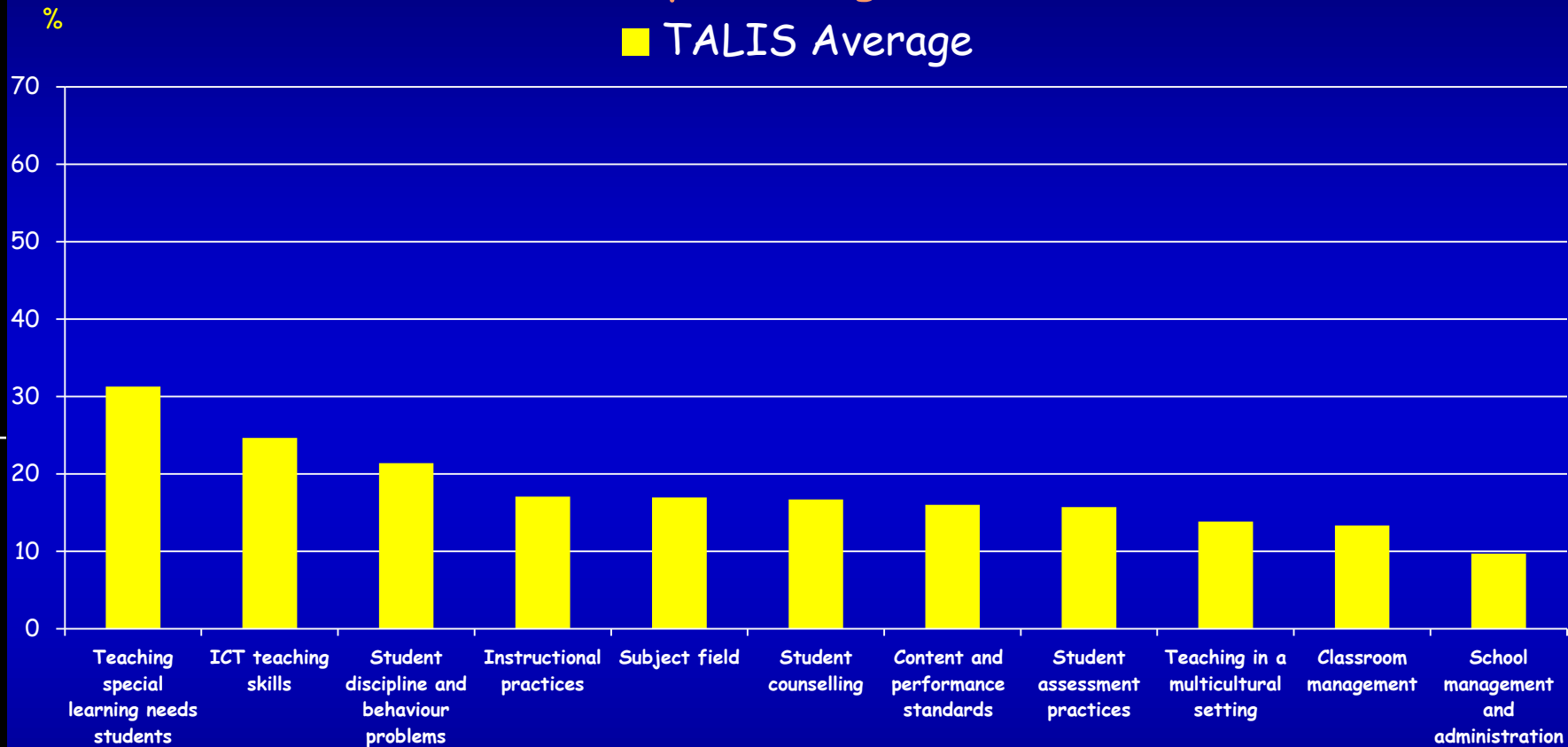
Teacher demand for professional development is often not met, sometimes for lack of time, sometimes for lack of opportunity



Source: OECD, TALIS Table 3.7 (Fig 2.3 Building a High-Quality Teaching Profession)

# It's not just about more of the same

For what type of professional development  
do teachers report a high level of need?



Areas are ranked in descending order of the international average where teachers report a high level of need for development.

Source: OECD. Table 3.2

# Employment conditions

The predominant employment model remains 'career-based'...

...but some countries have introduced position-based systems...

...many countries have probationary periods...

...and an increasing number require periodic renewal of licenses.

Limited but increasing career diversity...

...both horizontally and vertically.

Some efforts to improve mobility...

...between schools and with other occupations.

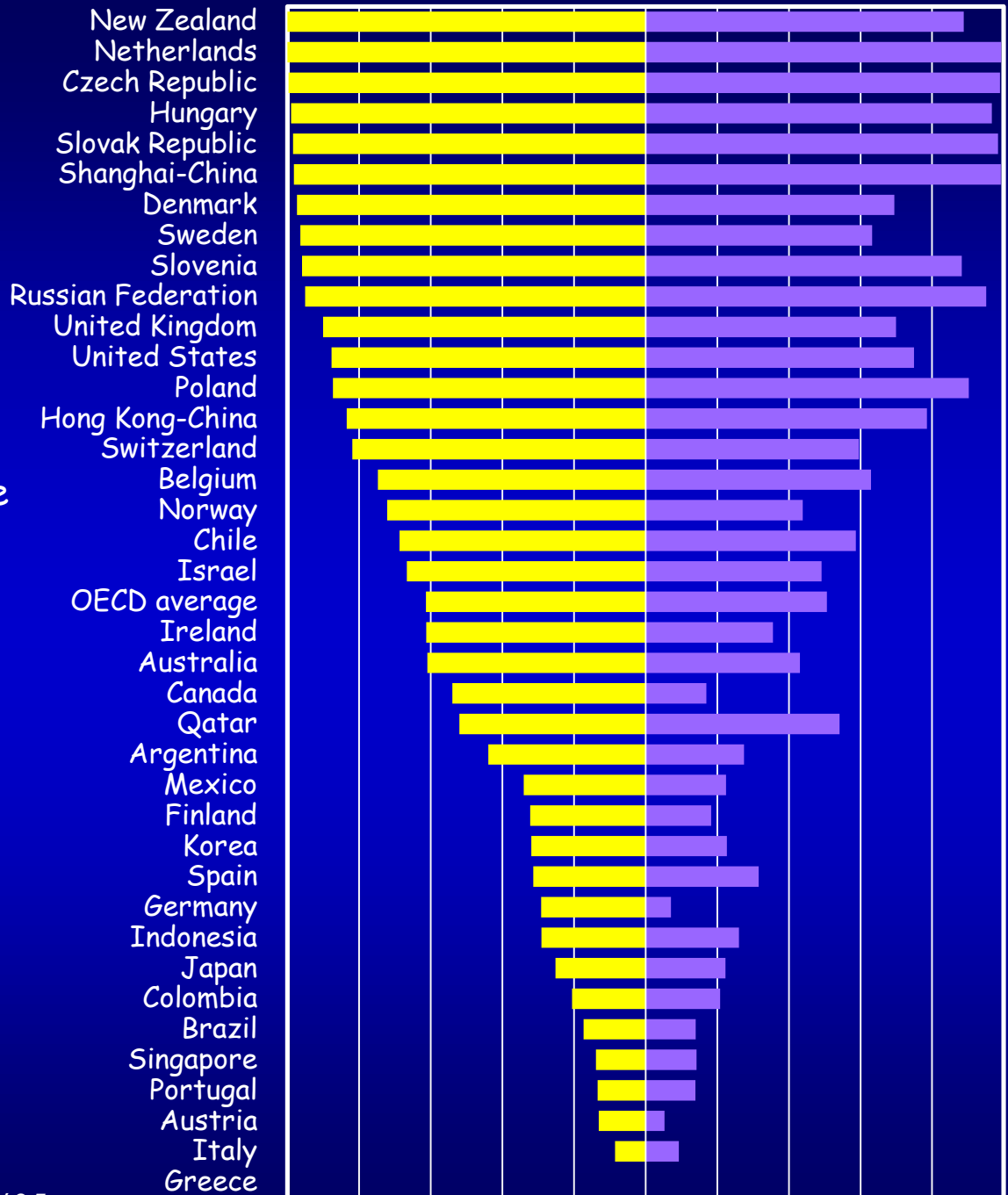
Countries struggle with transparency in teacher labour market...

...but some have all vacancies posted, and provide websites where the information is centralized or establish a network of agencies to co-ordinate and foster recruitment activities .

Schools have become more involved in personnel management.

# Percentage of public and private schools that have considerable autonomy over

- Selecting teachers for hire
- Dismissing teachers



Source: OECD, PISA 2009 Database, Table I.V.3.5 (Fig 2.7 Building a High-Quality Teaching Profession)





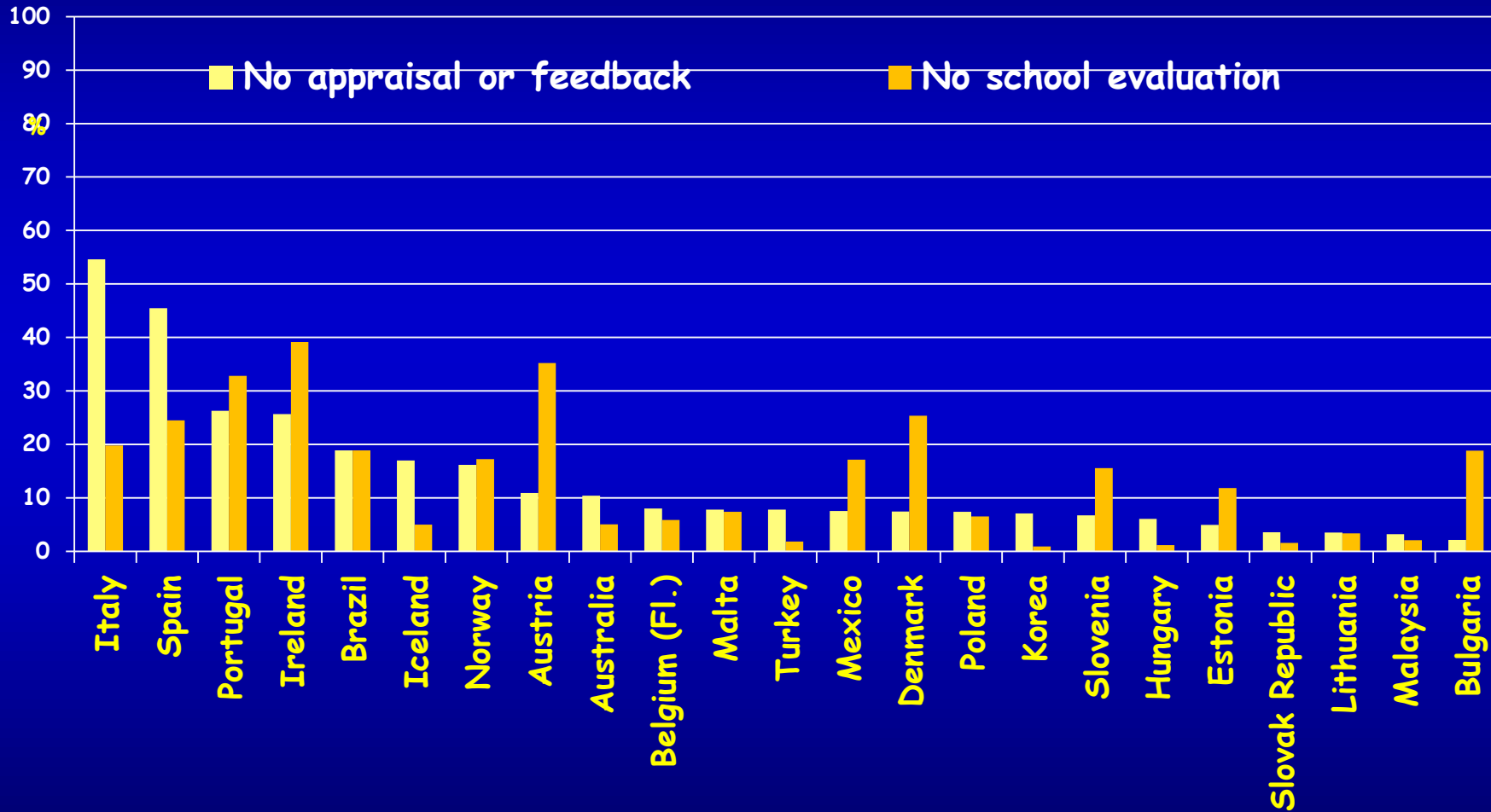
International Summit on the Teaching Profession  
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# Some teachers are left alone

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



Countries are ranked in descending order of the percentage of teachers who have received no appraisal or feedback.  
Source: OECD. Table 5.1 and 5.3

# How teachers are evaluated and compensated

## Criteria used to evaluate teachers include...

- ...teacher qualifications, including teacher credentials, years of service, degrees, certifications and relevant professional development
- ...how teachers operate in the classroom setting, including attitudes, expectations and personal characteristics, as well as strategies, methods and actions employed in their interaction with students; and
- ...measures of teacher effectiveness, based on assessment of how teachers contribute to students' learning outcomes as well as their knowledge of their field and pedagogical practice

## In most countries, teachers value appraisal and feedback highly...

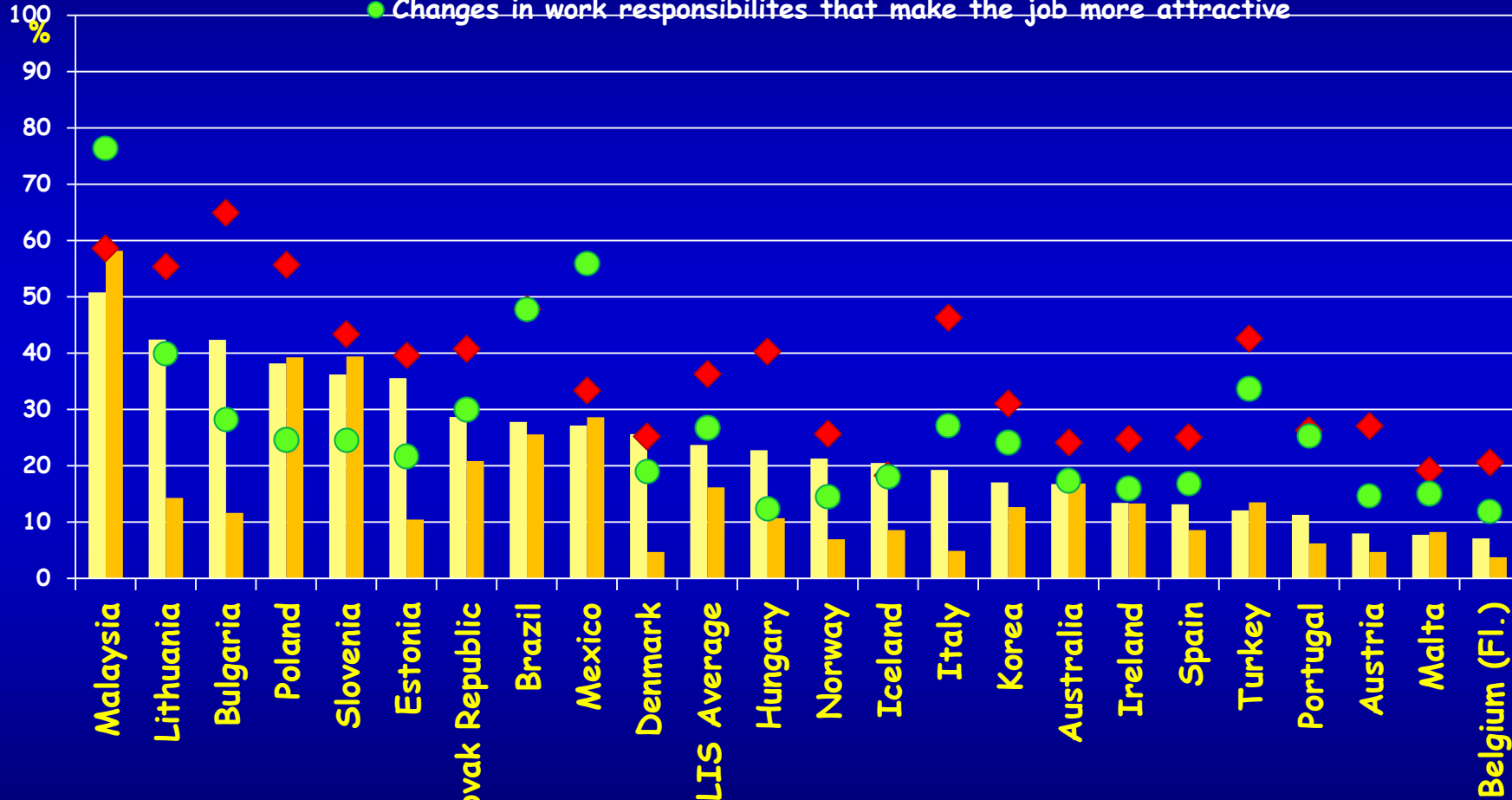
- ...and report that it improves their job satisfaction and personal development, widens their repertoire of pedagogical practices and improves their effectiveness.

## In many countries, appraisal and feedback have limited impact...

- ...on public recognition, professional development, careers and pay.

# Does appraisal and feedback make a difference for the job?

- Opportunities for professional development activities
- A change in the likelihood of career advancement
- ◆ Public recognition from the principal and/or colleagues
- Changes in work responsibilities that make the job more attractive



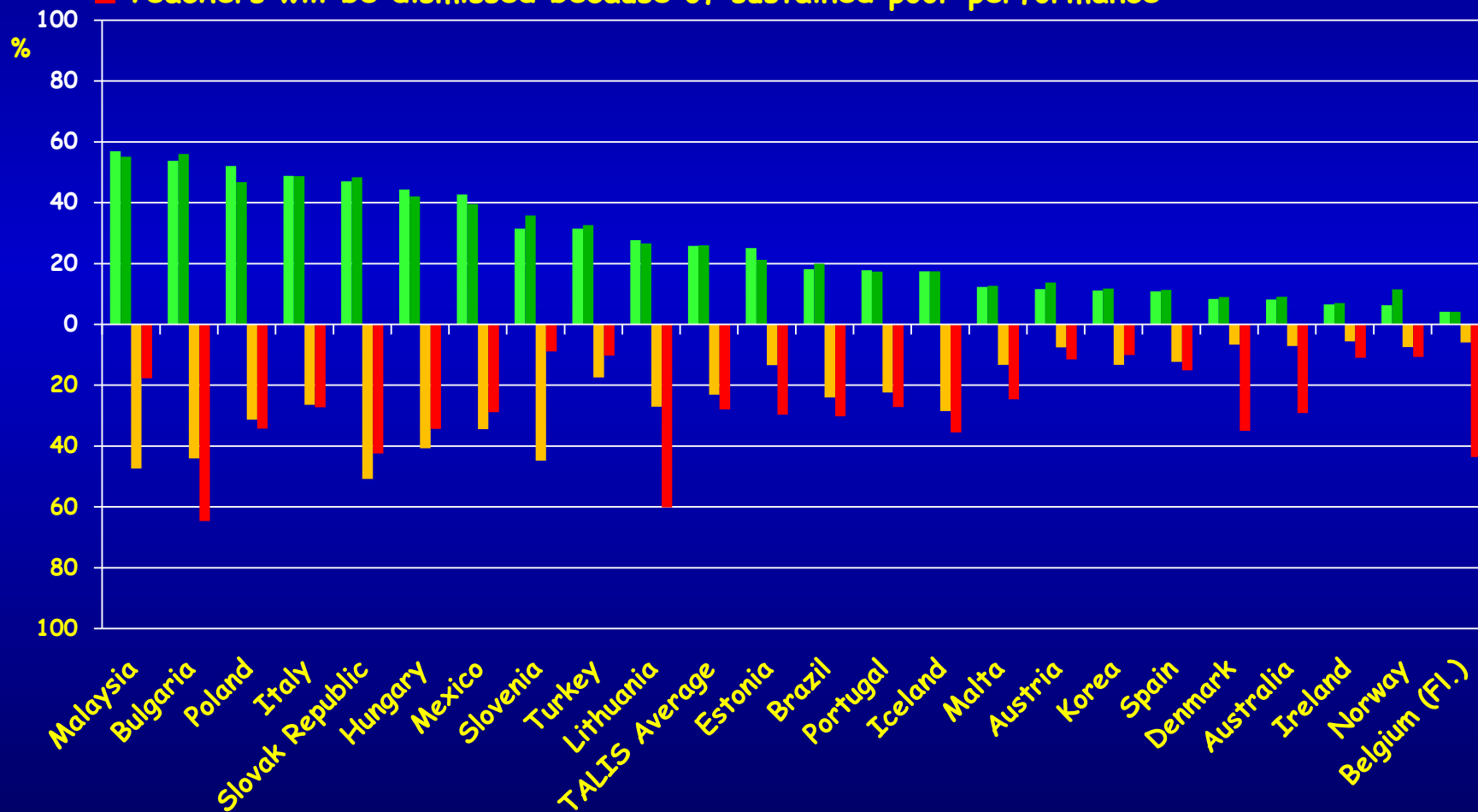
Countries are ranked in descending order of changes in teachers' opportunities for professional development activities.

Source: OECD. Table 5.5.



# Teachers' report on impact of appraisal and feedback in their school

- Increased monetary or non-monetary rewards for improving quality of teaching
- Increased monetary or non-monetary rewards for more innovative teaching
- School principal alters monetary rewards of persistently underperforming teacher
- Teachers will be dismissed because of sustained poor performance

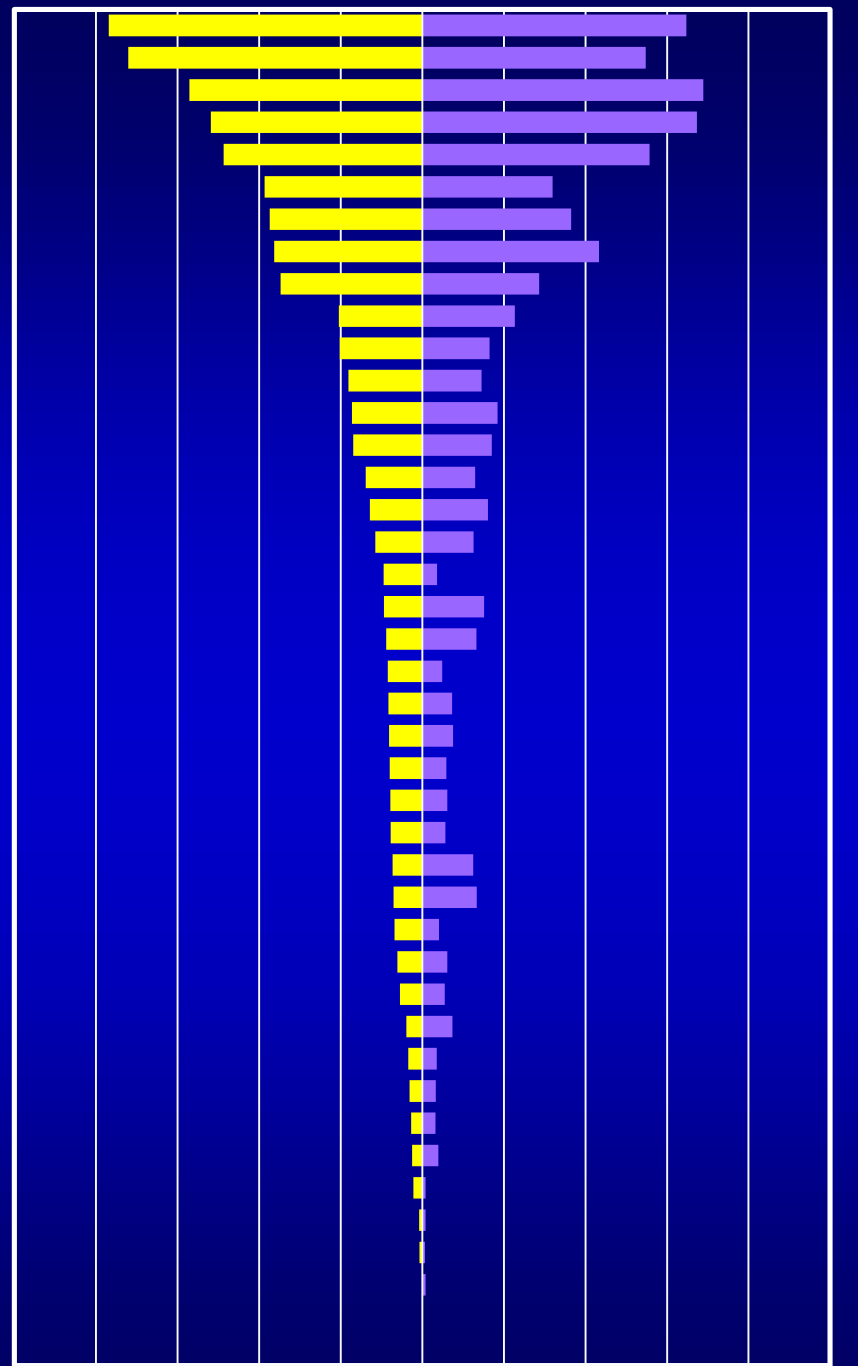


Source: OECD, Table 5.9.

# How much autonomy public and private schools have over salaries

- Establishing teachers' starting salaries
- Determining teachers' salaries increases

Czech Republic  
Netherlands  
Sweden  
United Kingdom  
Hungary  
Slovak Republic  
Chile  
Shanghai-China  
Russian Federation  
Indonesia  
Denmark  
Hong Kong-China  
United States  
OECD average  
Colombia  
Japan  
Australia  
Poland  
New Zealand  
Israel  
Finland  
Brazil  
Switzerland  
Norway  
Mexico  
Korea  
Estonia  
Slovenia  
Iceland  
Luxembourg  
Portugal  
Singapore  
Canada  
Italy  
Spain  
Germany  
Argentina  
Turkey  
Austria  
Ireland  
Greece  
Belgium



# Coherence of policy and practice

Alignment of policies across all aspects of the system

Coherence of policies over sustained periods of time

Consistency of implementation

Fidelity of implementation

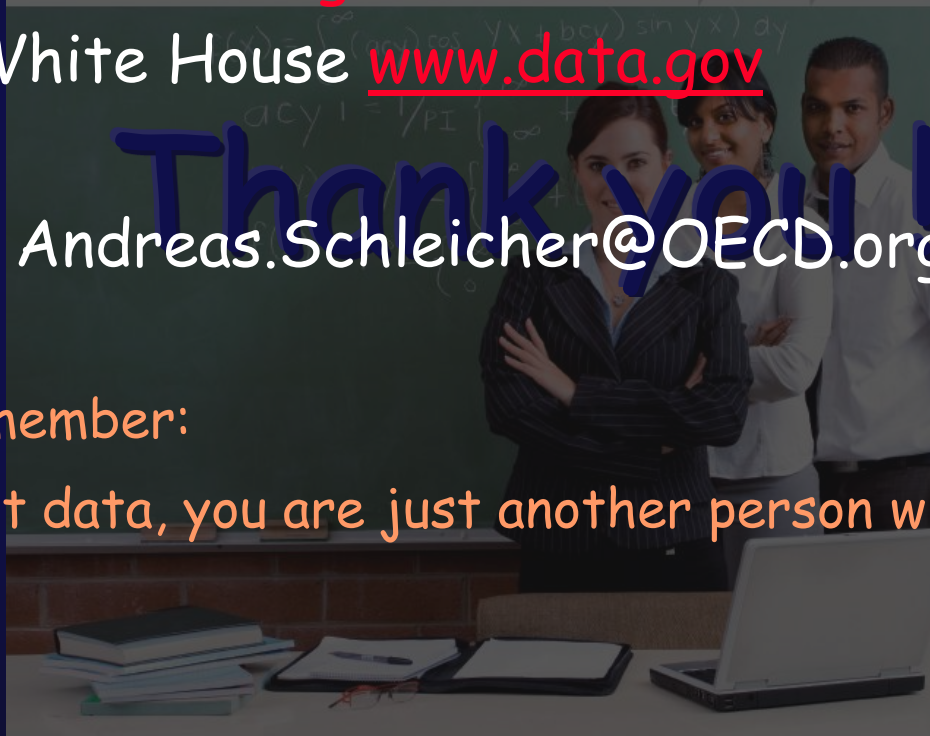
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- Email: [Andreas.Schleicher@OECD.org](mailto:Andreas.Schleicher@OECD.org)

... and remember:

Without data, you are just another person with an opinion

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Teaching Profession  
LESSONS FROM AROUND THE WORLD

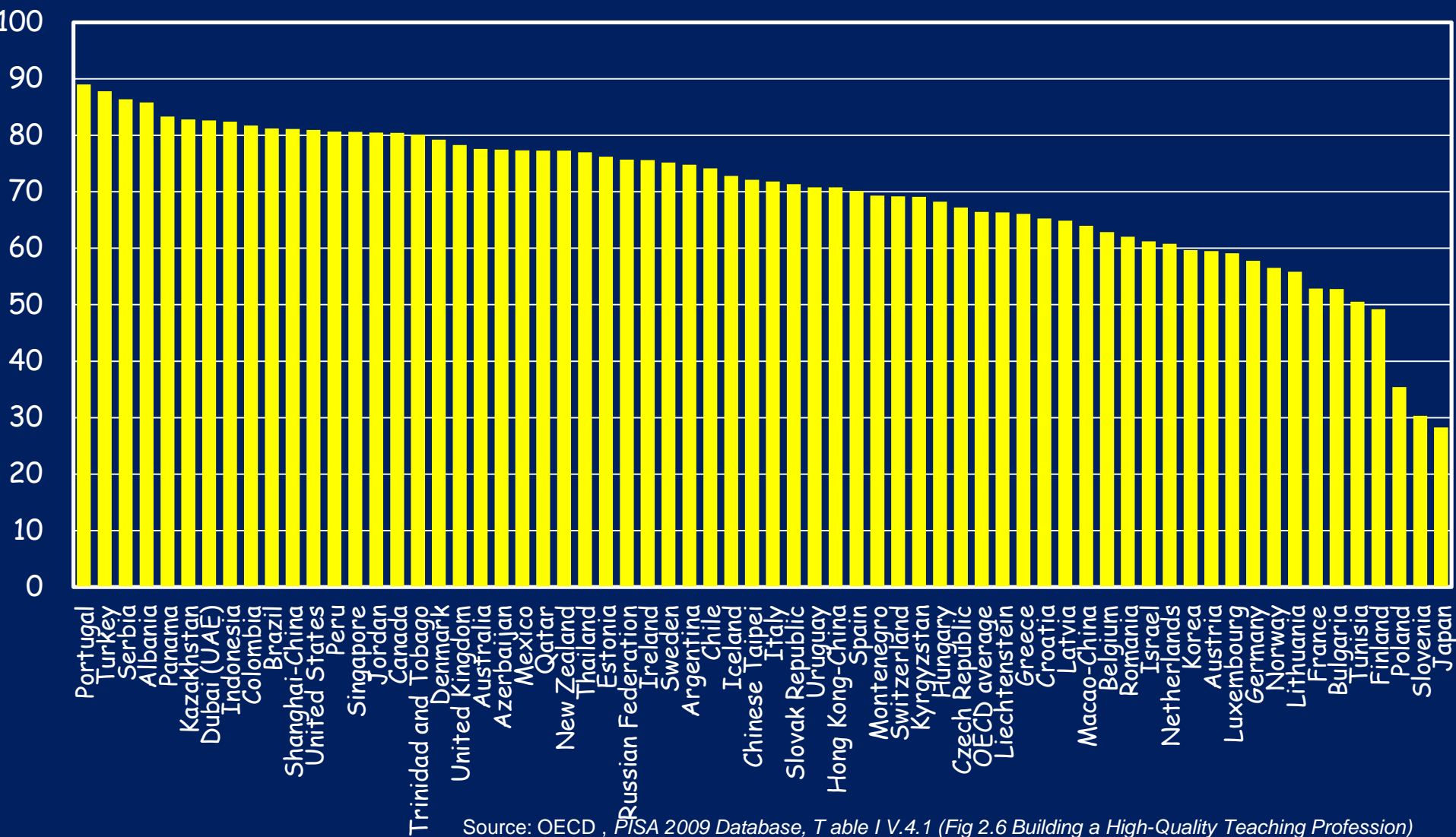


Background Report for the International Summit on the Teaching Profession

# Backup slides

# Students' views of teacher-student relations

Most of my teachers are interested in my well-being



# Students' views of teacher-student relations

If I need extra help, I will receive it from my teachers

%

100

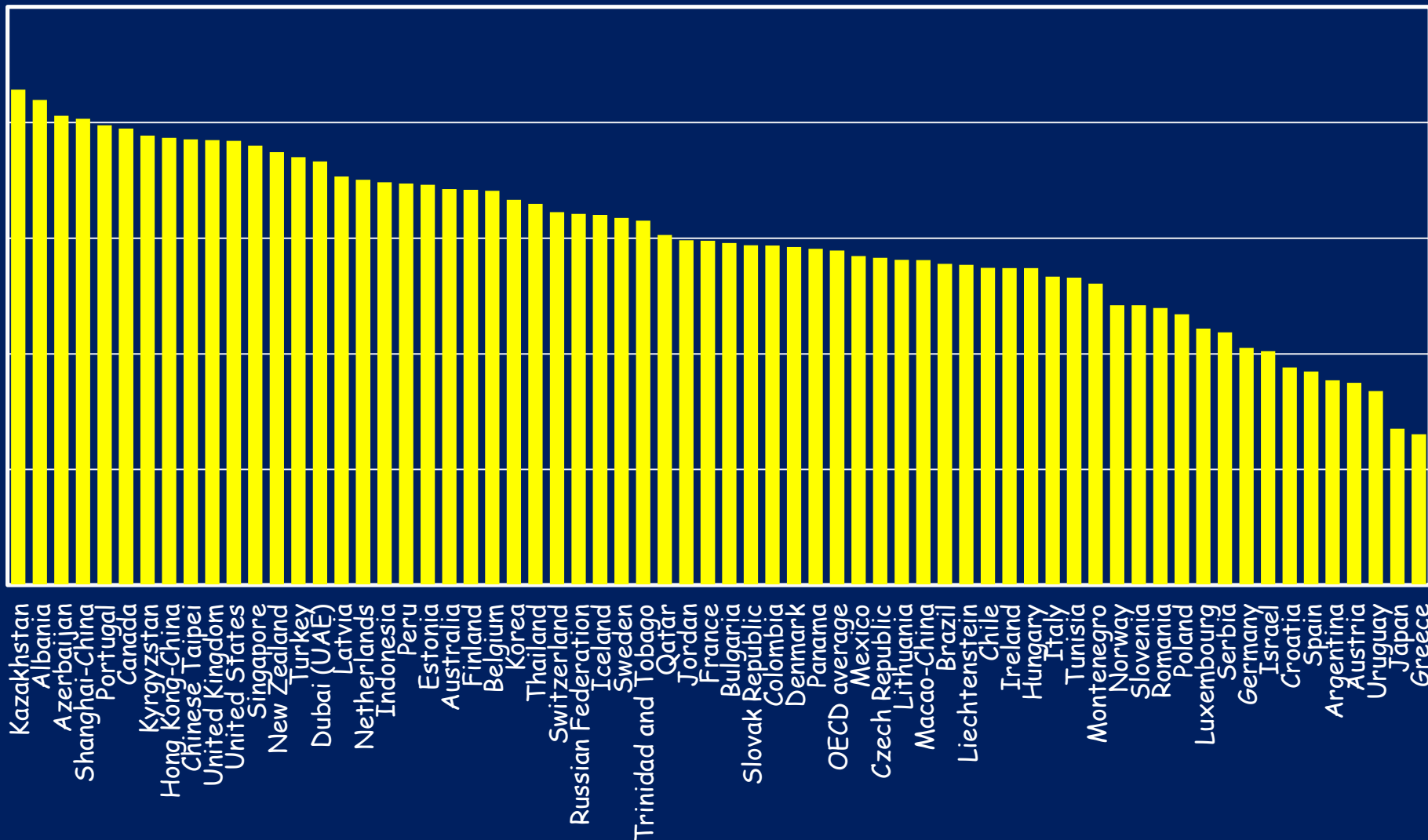
90

80

70

60

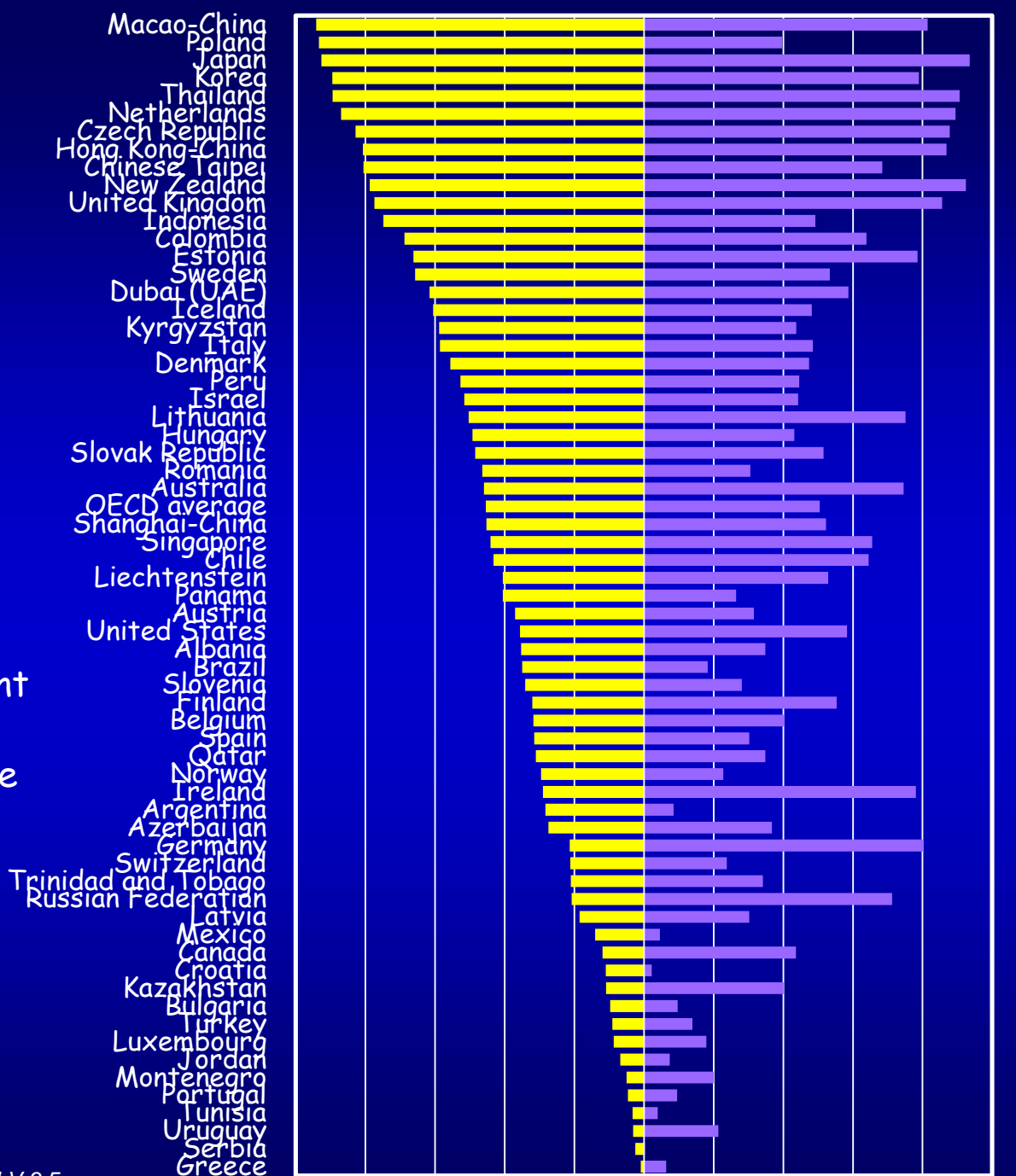
50



# How much autonomy individual schools have over resource allocation

Only "principals and/or teachers" have considerable responsibility to:

- Determining course content
- Deciding which courses are offered



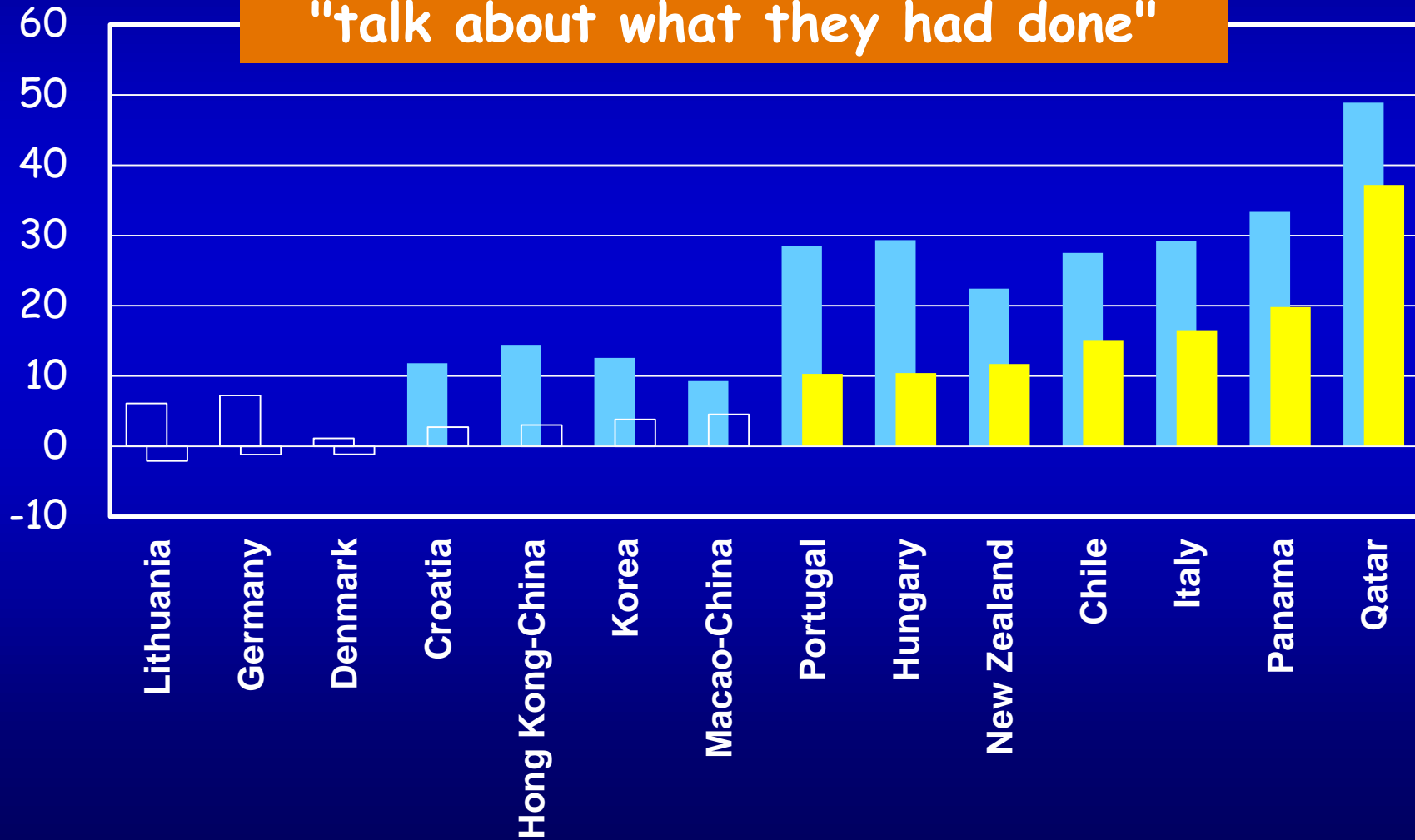
Source: OECD, PISA 2009 Database, Table I.V.3.5  
(Fig 2.7 Building a High-Quality Teaching Profession)



# Parental support at the beginning of primary school

Score point difference between students whose parents often do (weekly or daily) and those who do not:

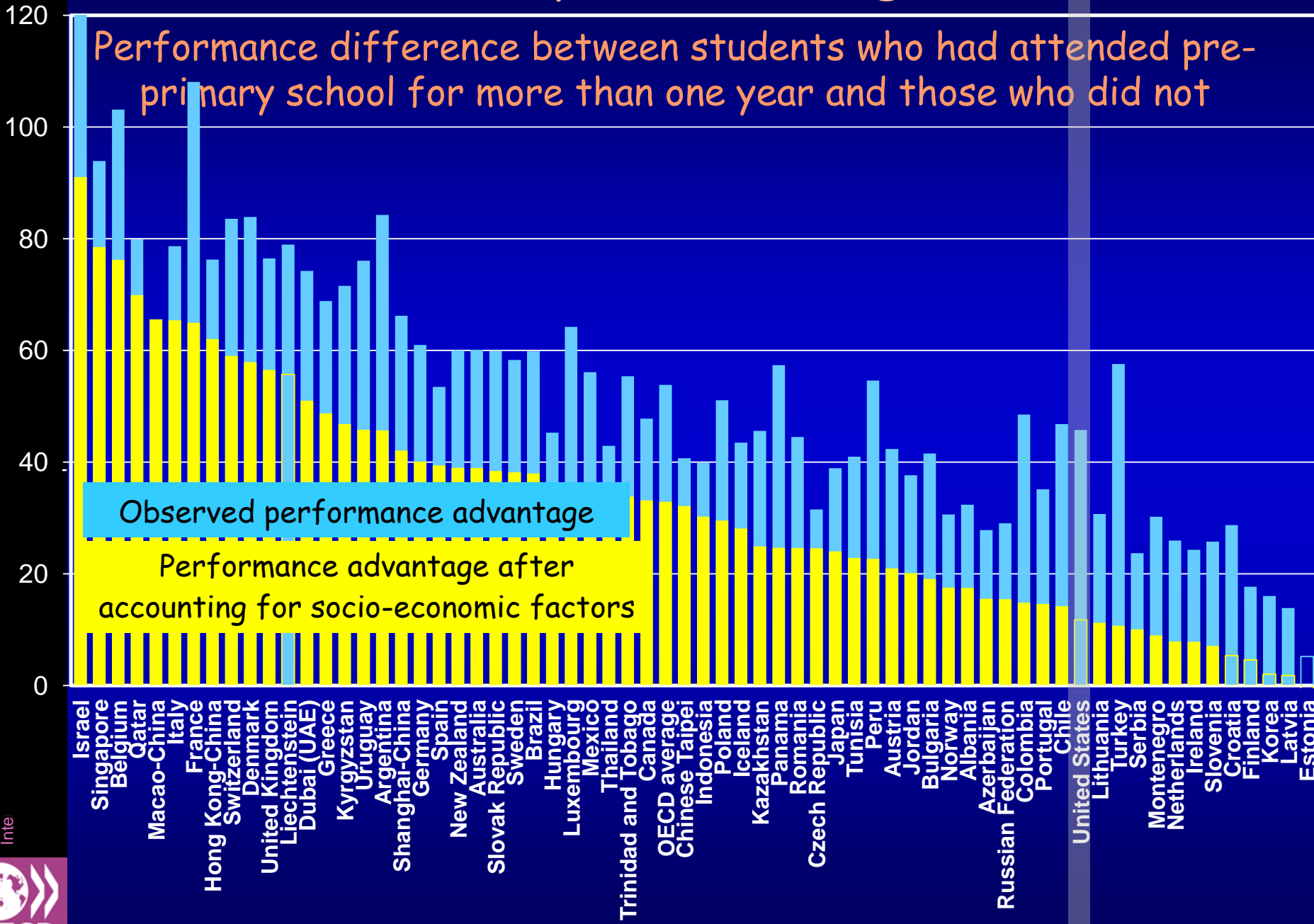
"talk about what they had done"



# Beyond schooling

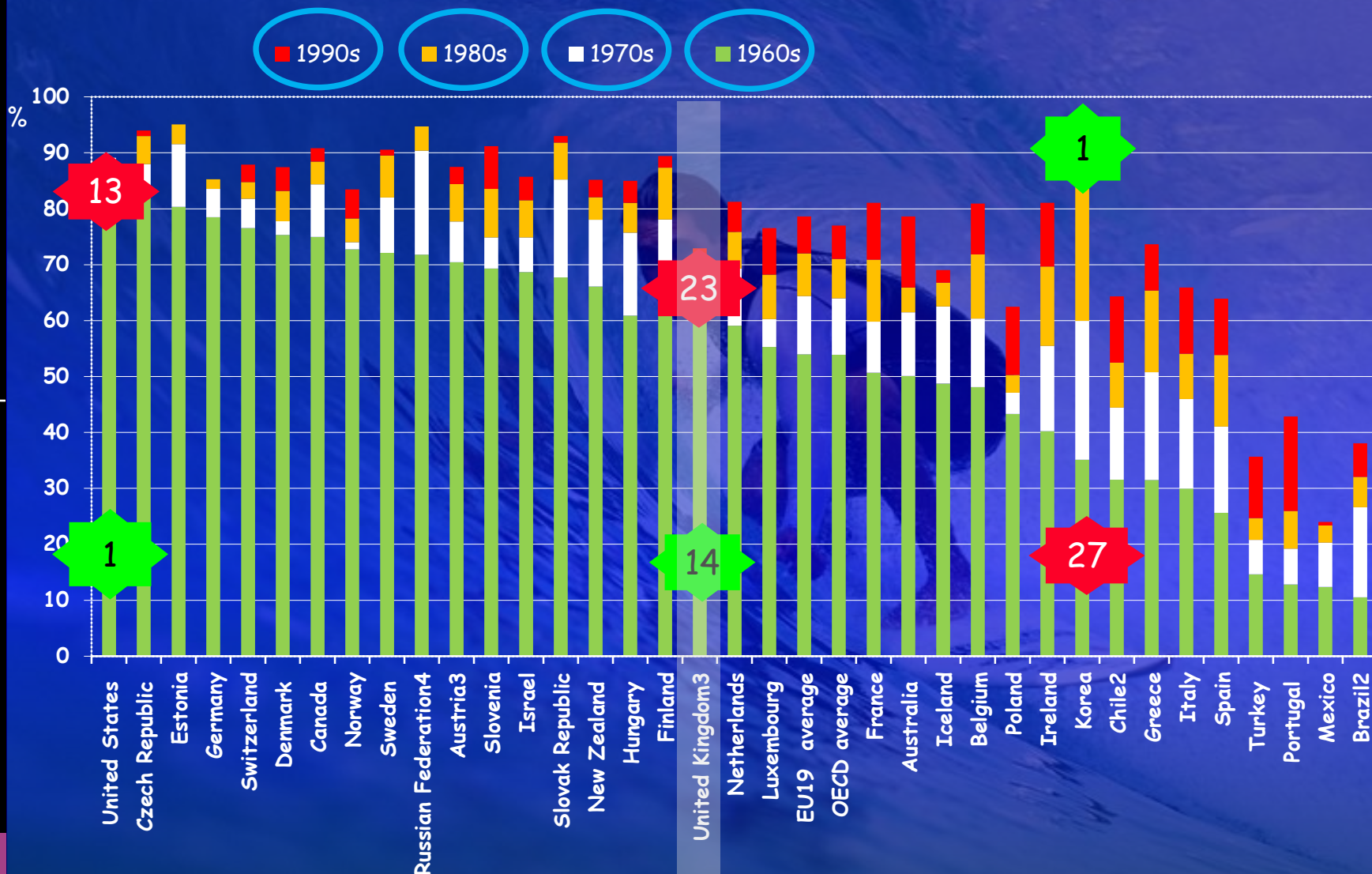
Performance difference between students who had attended pre-primary school for more than one year and those who did not

Score point difference



# A world of change in baseline qualifications

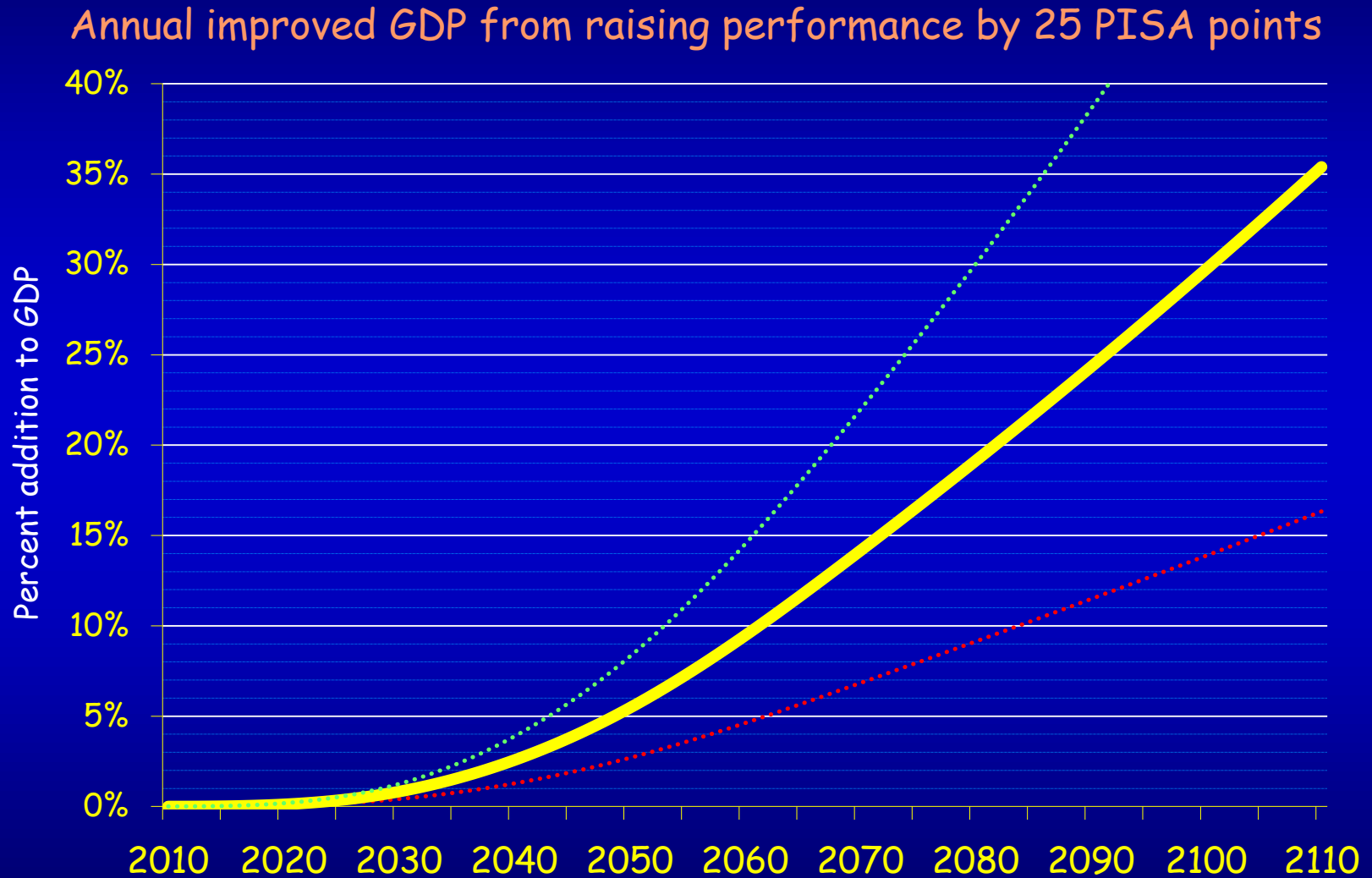
Approximated by percentage of persons with high school or equivalent qualifications in the age groups 55-64, 45-55, 45-44 und 25-34 years



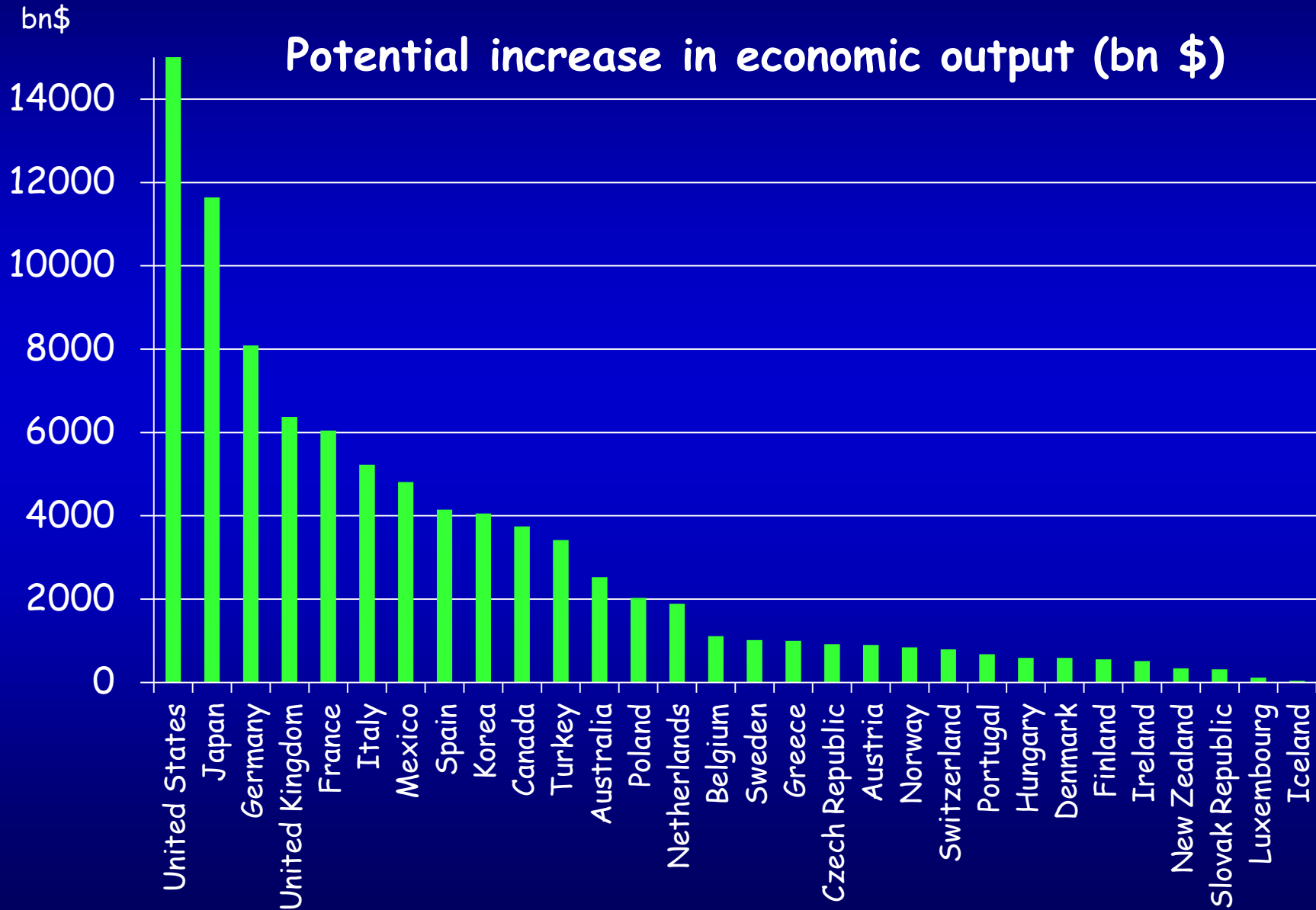
1. Excluding ISCED 3C short programmes  
3. Including some ISCED 3C short programmes

2. Year of reference 2004  
3. Year of reference 2003.

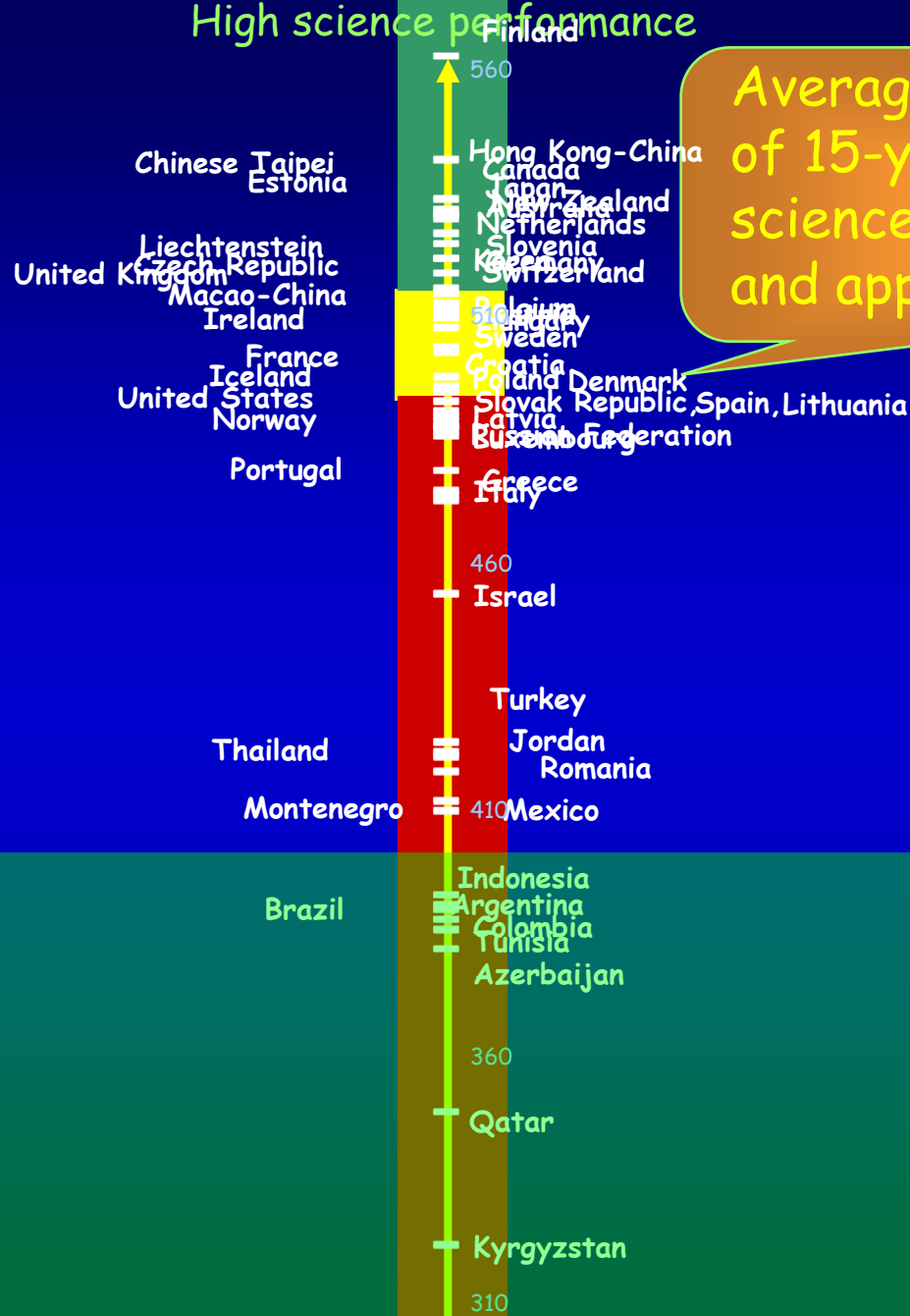
# Relationship between test performance and economic outcomes



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



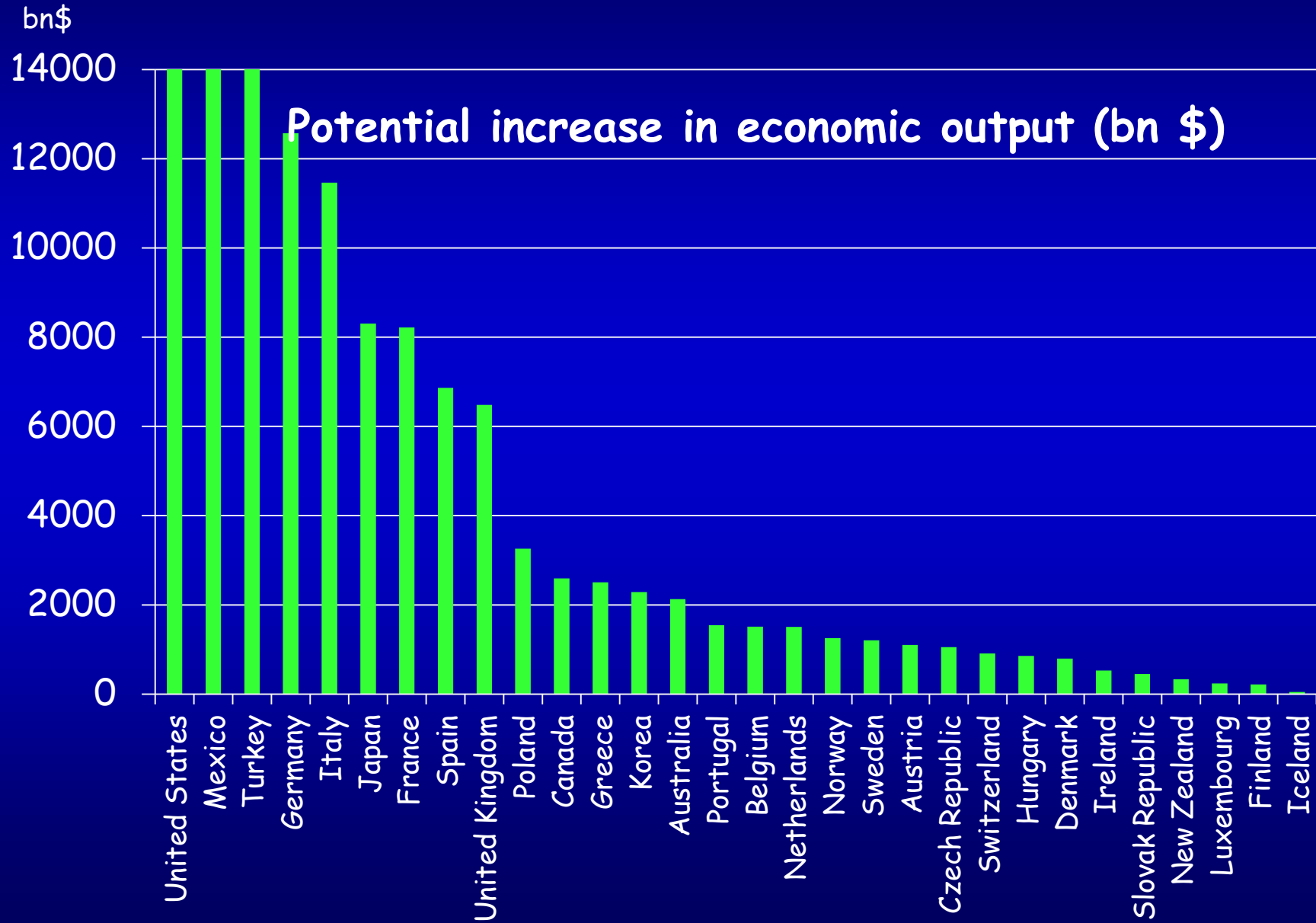
# High science performance



Average performance of 15-year-olds in science - extrapolate and apply

# Low science performance

# Raise everyone to minimum of 400 PISA points



# Raise everyone to minimum of 400 PISA points

% current  
GDP

