



Introduction

The first International Summit on the Teaching Profession brought together education ministers, union leaders and other teacher leaders from high-performing and rapidly improving education systems to review how best to improve teacher quality and the quality of teaching and learning. This publication brings together evidence that underpinned the Summit considering four interconnected themes: how teachers are recruited into the profession and trained initially; how teachers are developed in service and supported; how teachers are evaluated and compensated; and how teachers are engaged in reform. It also underlines the importance of developing a positive role for teachers in educational change and how a collaborative model of educational reform can be highly effective.



A great challenge for educators is that the things that are easiest to teach and test, are also the things easiest to digitize, automate and outsource.

Many countries have seen rapidly rising numbers of people with higher qualifications. But in a fast-changing world, producing more of the same education will not suffice to address the challenges of the future. Perhaps the most challenging dilemma for teachers today is that routine cognitive skills, the skills that are easiest to teach and easiest to test, are also the skills that are easiest to digitize, automate and outsource. A generation ago, teachers could expect that what they taught would last for a lifetime of their students. Today, where individuals can access content on Google, where routine cognitive skills are being digitized or outsourced, and where jobs are changing rapidly, education systems need to place much greater emphasis on enabling individuals to become lifelong learners, to manage complex ways of thinking and complex ways of working that computers cannot take over easily. Students need to be capable not only of constantly adapting but also of constantly learning and growing, of positioning themselves and repositioning themselves in a fast changing world.

These changes have profound implications for teachers, teaching and learning, requiring a shift from delivered wisdom to user-generated wisdom...

These changes have profound implications for teachers, teaching and learning. In the past, the policy focus was on the provision of education, today it is on outcomes, shifting from looking upwards in the bureaucracy towards looking outwards to the next teacher, the next school. The past was about delivered wisdom, the challenge now is to foster user-generated wisdom among teachers in the frontline. In the past, teachers were often left alone in classrooms with significant prescription what to teach. The most advanced education systems now set ambitious goals for students and are clear about what students should be able to do, and then prepare their teachers and provide them with the tools to establish what content and instruction they need to provide to their individual students.

...from standardization and conformity towards personalized educational experiences, and...

In the past, different students were taught in similar ways, today teachers are expected to embrace diversity with differentiated pedagogical practices. The goal of the past was standardization and conformity, today it is about being ingenious, about personalizing educational experiences; the past was curriculum-centered, the present is learner centered. Teachers are being asked to personalize learning experiences to ensure that every student has a chance to succeed and to deal with increasing cultural diversity in their classrooms and differences in learning styles, taking learning to the learner in ways that allow individuals to learn in the ways that are most conducive to their progress.

...from schools organized like assembly lines towards a work organization that supports high-level knowledge workers.

The kind of teaching needed today requires teachers to be high-level knowledge workers who constantly advance their own professional knowledge as well as that of their profession. But people who see themselves as knowledge workers are not attracted by schools organized like an assembly line, with teachers working as interchangeable widgets in a bureaucratic command-and-control environment. To attract and develop knowledge workers, education systems need to transform the work organization of their schools to an environment in which professional norms of management complement bureaucratic and administrative forms of control, with the status, pay, professional autonomy, and the high-quality education that go with professional work, and with effective systems of teacher evaluation, with differentiated career paths and career diversity for teachers.

Many aspects of teacher policies need to be reconsidered.

All this requires rethinking of many aspects of teacher policies, including: how to optimize the pool of individuals from which teacher candidates are drawn; recruiting systems and the ways in which staff are selected; the kind of initial education recruits obtain before they start their job and how they are monitored and inducted into their service and the continuing education and support they get; how their compensation is structured; and how the performance of struggling teachers is improved and the best performing teachers are given opportunities to acquire more status and responsibility. In short, just as the quality of an education system cannot exceed the quality of its teachers, the quality of teaching and teachers cannot exceed the quality of the work organization in which teachers find themselves, the quality of teacher selection and education, the quality of teacher careers and the quality of teacher evaluation.



Results from the OECD's *Programme for International Student Assessment (PISA)* have shown that the degree to which education systems succeed in equipping students with important foundation skills varies significantly (for data see Annex A).

Since the quality of teaching is at the heart of the observed student learning outcomes, it was an appealing idea to bring together education leaders from high performing and rapidly improving education systems to explore to what extent educational success and some of the policies related to success transcend the specific characteristics of cultures and countries.

To this end, in March 2011 the first ***International Summit on the Teaching Profession*** was held in New York, hosted by the U.S. Department of Education, the OECD and Education International. The Summit brought together education ministers, union leaders and other teacher leaders from high-performing and rapidly improving education systems⁸ to review how best to improve teacher quality and the quality of teaching and learning.

The pre-Summit version of this publication underpinned the Summit with available evidence about what can make teacher-oriented reforms effective, and highlighted examples of reforms that have produced specific results, show promise or illustrate imaginative ways of implementing change.

The Summit was organised around four interconnected themes. Of the four themes, the first three looked at system features that shape particular aspects of teachers' professional careers. The fourth theme looked at process, and considered what can make reform effective. Specifically, the post-Summit publication considers:

- 1. How teachers are recruited into the profession and trained initially.** In face of widespread shortages that, in many countries, will soon grow as large cohorts retire, intelligent incentive structures are needed to attract qualified graduates into the teaching force. Pay levels can be part of this equation. However, countries that have succeeded in making teaching an attractive profession have often done so not just through pay, but by raising the status of teaching, offering real career prospects, and giving teachers responsibility as professionals and leaders of reform. This requires teacher education that helps teachers to become innovators and researchers in education, not just deliverers of the curriculum.
- 2. How teachers are developed in service and supported.** Surveys show large variations across and within countries in the extent of professional development. Not only the quantity but also the nature of this activity is critical. Often, the professional development of teachers is disjointed in one-off courses, while teachers interviewed for the Teaching and Learning International Survey (TALIS) reported that the most effective development is through longer programs that upgrade their qualifications or involve collaborative research into improving teaching effectiveness. TALIS also shows that in expanding opportunities, teachers have often played a significant role in sharing the cost of development: those who did have tended to get more out of it, as did those who make development a collaborative activity, working together with colleagues to improve practices. A further issue related to supporting teachers in service is the extent to which their conditions of employment and their career prospects can be adapted to meet their needs and aspirations.
- 3. How teachers are evaluated and compensated.** Results from TALIS show that, at its best, appraisal and feedback is supportive in a way that is welcomed by teachers. It can also help lead to self-improvement and be part of efforts to involve teachers in improving schools. At present, most teachers do not feel that school leaders use appraisal to recognize good performance, which suggests that a key component of appraisal is appropriate training for those conducting the appraisals. A connected issue, which also requires sensitive handling, is the criteria used to link rewards with performance. Whatever system is used must be fair, based on multiple measures, and transparently applied in ways that involve the teaching profession.

PISA suggests that success is possible and that learning across cultural and national boundaries can be a rich source of information for the development of effective teacher policies.

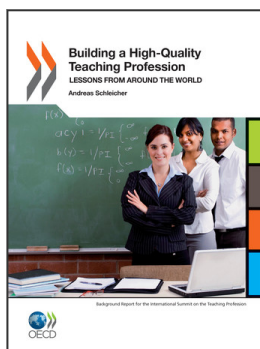
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...and this publication brings together available evidence underpinning the Summit.



4. How teachers are engaged in reform. Fundamental changes to the status quo can cause uncertainties that trigger resistance from stakeholders; and without the active and willing engagement of teachers, most educational reforms fail. The chances for success in reform can improve through effective consultation, through a willingness to compromise and, above all, through the involvement of teachers in the planning and implementation of reform. In moving beyond consultation to involvement, the reform process becomes oriented towards transforming schools into learning organizations, with teaching professionals in the lead.

The chapters in this publication and the issues they deal with should not be considered in isolation. In fact, their interdependence is key to understanding the nature of the policy and implementation challenges. For example, simply raising entrance standards for teachers will choke off the supply of teachers unless compensation and working conditions are aligned. Raising pay and changing working conditions alone will not automatically translate into improvements in teacher quality unless standards are raised. Teacher evaluation systems will have limited impact if they only relate to compensation but not professional development and career advancement. Giving teachers more autonomy can be counterproductive if the quality and education of the teachers are inadequate. Not surprisingly, therefore, one of the main conclusions of the Summit was that in order to succeed, teacher policies cannot just tackle one small piece of the puzzle at a time but must be part of a comprehensive approach.⁹



From:
Building a High-Quality Teaching Profession
Lessons from around the World

Access the complete publication at:
<https://doi.org/10.1787/9789264113046-en>

Please cite this chapter as:

Schleicher, Andreas (2011), "Introduction", in *Building a High-Quality Teaching Profession: Lessons from around the World*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264113046-2-en>

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