QUALITY LEVERS IN INITIAL TEACHER PREPARATION SYSTEMS:

EMERGING FINDINGS FROM THE OECD INITIAL TEACHER PREPARATION STUDY

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Launch Event of the OECD Review ‘Education in Lithuania’
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Summary

1. Why is ITP important?
2. Introducing the OECD ITP study
3. A systems approach to understanding ITP
4. Policy quality levers in ITP systems
5. Where to next?
1. Why is ITP important?
1. Why is ITP important?

*ITP lays a strong foundation*

Initial teacher education can provide a strong foundation for teachers’ continuous professional learning.

While *initial teacher education* is important, promoting policies and practices that support and develop teachers *along the continuum of their professional careers* – through initial teacher education, induction and ongoing professional development – is the key to a stronger teaching profession and quality education system.
1. Why is ITP important?

But there is limited evidence

But the evidence is fragmented

While many researchers have pointed to the fragmented nature of the evidence base linking initial teacher preparation and different educational outcomes, a growing body of research evidence and policy experience suggests that providing quality support to teachers as part of pre-service training and to new teachers can have a real impact on teacher retention, teachers’ self-efficacy, student motivation, student outcomes and more.
1. Why is ITP important?
Making life difficult for policymakers

Making it tough for policymakers to make evidence-informed decisions

Even in Singapore...
It is well-recognised that there is an urgent need within NIE to conduct research on teacher education as a means of supporting and enabling the implementation of education reform initiatives to achieve effective, evidence-based, and sustainable pedagogical improvements in Singapore’s schools.

1. Why is ITP important?

OECD data can shed some light

**OECD data**

**Available now!**
- TALIS 2013 Results: An International Perspective on Teaching and Learning
- Innovative Teaching for Effective Learning (ITEL)
- Education at a Glance 2014, Indicator D6

**To come...**
- TALIS 2018
- PISA 2021 Teachers’ Survey
2. Introducing the OECD study
2. Introducing the OECD ITP study

Our approach

THE OECD INITIAL TEACHER PREPARATION (ITP) STUDY

Through its **SWOT policy diagnosis**, quick feedback to policymakers in the grips of ITP reform and collegial approach – seeks to identify and explore common **challenges, strengths** and **innovations** in initial teacher preparation systems in participating countries, with a view to developing an **international benchmark on effective initial teacher preparation systems**.
2. Introducing the OECD ITP study

**Scope**

**What is ITP?**

**Pre-Service Education**

**Induction**

Initial teacher preparation is defined by the OECD as a composite of:

- **Pre-service education**: Education and training provided to prospective teachers before they are qualified to teach.
- **Induction**: Activities designed to support new teachers.

The study does **not** cover continuous professional development of teachers.
## 2. Introducing the OECD ITP study

### Themes of the ITP study

<table>
<thead>
<tr>
<th>Attracting</th>
<th>Attracting prospective students into ITE programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting</td>
<td>Selecting prospective teachers into ITE programmes</td>
</tr>
<tr>
<td>Equipping</td>
<td>Preparing prospective teachers for the classroom with what they need to know and do</td>
</tr>
<tr>
<td>Quality</td>
<td>Ensuring quality delivery of ITP programmes</td>
</tr>
<tr>
<td>Certification and selection</td>
<td>Ensuring that the best teacher candidates are certified and enter the profession</td>
</tr>
<tr>
<td>Support</td>
<td>Ensuring support for new teachers</td>
</tr>
</tbody>
</table>
2. Introducing the OECD ITP study

**ITP Study Review schedule**

- **Japan**: 5-9 September 2016
- **United States**: 24-28 October 2016
- **Netherlands**: 6-10 March 2017
- **Wales**: 13-16 March 2017
- **Norway**: 24-27 April 2017
- **Australia**: 22-26 May 2017
- **Korea**: 18-22 September 2017
- **Saudi Arabia**: ?
2. Introducing the OECD ITP study

A tale of two methodologies

**Policy diagnosis**

- **Collect information** from key stakeholders in a CBR and a 4-day review by a 4-person OECD Review Team on the state of play in initial teacher preparation in each country.

- **Prepare a SWOT policy diagnosis** for the 6 themes on the OECD Teacher Education pathway, plus a system SWOT.

- **Present and discuss initial findings** with National Co-ordinators and their teams in order to verify facts and test assumptions before preparing the final report.

**Targeted policy diagnosis**

- **Collect information** from key stakeholders in a **skinny CBR** and 2-day review by an 8-person OECD Review Team based on an identified issue or challenge (e.g. establishing a framework for research and teacher education).

- **Prepare a short SWOT policy diagnosis** on the identified issue.

- **Ask key stakeholders to listen to examples of international practice** on the identified issue in a 1/2-day workshop.

- **Based on SWOT findings, ask key stakeholders to reflect and discuss challenges, develop strategies for improvement and create a plan for moving forward.**
2. Introducing the OECD ITP study

Who are involved?

- **OECD Secretariat**
  - View OECD

- **National Co-ordinators**
  - View NCs

- **OECD Experts**
  - View OECD experts

- **Country Stakeholders**
  - View stakeholders

- **Schools**
- **Teacher education institutions**
- **State and local authorities**
- **National ministries and agencies**

- **Associations**
- **Teacher Unions**
2. Introducing the OECD ITP study

Presentation of initial findings
3. A systems approach
3. A systems approach
OECD Teacher Education Pathway

Challenges in ITP systems

- Supply-demand mismatches
- Inadequate training in subject knowledge, PCK and quality of practicum
- Theory and practice disconnect
- Uneven quality of ITE provision
- Lack of feedback loops to inform quality
- Insufficient focus on teachers as professionals who analyse and develop their own practice

Exacerbated by 3 factors

1) Market failure – no competition on quality
2) The autonomy of university makes government regulation politically unviable
3) No clear answers about what great ITE should look like

“A framework is needed that identifies the reform options available, their impact in different forms and contexts, and the governance structures that optimise the impact of reforms.”

3. A systems approach

Points for policy intervention

*Pre-service education*
- Selection into ITP
  - Attracting top candidates
  - Selecting the most suitable candidates
- Progress through ITP
  - Equipping prospective teachers with what they need to know and do
  - Ensuring quality delivery of ITP programmes
- Entrance into teaching
  - Certifying and selecting new teachers, and setting professional standards

*In-service education*
- First years of teaching
  - Supporting beginning teachers

*Other pathways*

Continuous professional development
4. Policy quality levers in ITP systems
Theme 1.
Attracting the most suitable candidates into ITE programmes
Quality levers in ITP systems

Theme 1: Attracting the most suitable candidates to ITE programmes

How should policy makers respond?
Quality levers in ITP systems

Theme 1: Attracting the most suitable candidates to ITE programmes

Less than one in three teachers across countries participating in the Teaching and Learning International Survey (TALIS) 2013 believes that the teaching profession is valued by society…

BUT!

✓ On average, 91% of teachers report **overall job satisfaction**.
✓ 93% of all teachers report being **satisfied with their performance** in their current school.
✓ 84% would **recommend their school** as a good place to work.
✓ 90% say they enjoy working at their current school.
✓ 77% report that the **advantages** of being a teacher clearly outweigh the disadvantages.
✓ 78% say that if they could decide again they would still **work as teachers**.

Quality levers in ITP systems

Theme 1: Attracting the most suitable candidates to ITE programmes

Case study
GNIST (“spark” in Norwegian)
Increasing the status of the teaching profession in Norway

- **Rationale:** Dropping PISE scores, low status of teaching…
- **Launched in early 2009** as a 3-year campaign and extended until 2014.
- **Goals:**
  - Increase recruitment to teacher education
  - Improve quality and status of the teaching profession
  - Improve school leadership
  - Develop reliable indicators of status and quality and to measure progress
- **GNIST is a partnership agreement** between teacher education institutions, school owners (municipal and county governments), unions and the national authorities.
- **Indicators** show:
  - 45% increase in recruitment to teacher education between 2008 and 2011.
  - Strong positive shift in media coverage of the teacher profession.
Theme 2. Selecting the most suitable candidates into ITE programmes
Quality levers in ITP systems

Theme 2. Selecting suitable candidates into ITE programmes

“Getting the right people to become teachers is one of the key ingredients in teacher quality”
(McKinsey Report)

Who are we looking for?

- High overall level of literacy and numeracy.
- Strong interpersonal and communications skills.
- A willingness to learn.
- Motivation to teach.

How are they identified?
Quality levers in ITP systems

Theme 2. Selecting suitable candidates into ITE programmes

Some case studies: Beyond school leaving examination scores...

**Norway**

Results in upper secondary education based on:

- Minimum score of 35
- Minimum of grade 3 in Norwegian languages, and
- Minimum of 4 in mathematics. Those who attain only grade 3 in mathematics are offered preparatory courses.

**Netherlands**

- New entry requirements (i.e. entrance exams) for initial teacher education programmes at primary level appear to be reducing dropout rates and increasing the quality of candidates.

**Australia**

- National selection guidelines were implemented from 2017. They recommend use of both academic and non-academic criteria, and encourage use of evidence-based and transparent selection methods.
- National accreditation guidelines require providers to use evidence-based selection process, minimum entry requirements and show evidence of impact.
Theme 3. Equipping prospective teachers with what they need to know and do
Defining 21st Century Skills for Teachers
OECD Innovative Teaching for Effective Learning (ITEL)

Teachers, teacher candidates and teacher educators in Estonia, Hungary, Greece, Israel and the Slovak Republic were asked if they have learnt about some of the more modern pedagogical approaches that reflect the demands of 21st century teaching and learning, including:

• **Project work and other types of student assignments** that require more than one week to complete or for students to work in groups
• **Gamification** (e.g., application of game-design elements and game principles in teaching)
• **Use of ICT in class** (e.g., internet and software tools for pedagogical purposes)
• **Use of media and various resources for teaching** (e.g., videos, visuals, or objects and materials from everyday life)
• **Various forms of interactive activities** for involving and engaging students in classroom discussions
• **Different teacher roles** (e.g., information provider, facilitator, mediator, planner)
• **Types of performance appraisal other than school grades** (e.g., formative and summative evaluation, written or oral feedback, student portfolio, etc.).

**Results indicated:**
• Over 70% of teacher candidates and teachers learnt psychological and educational theories
• Larger variation when it comes to studying modern pedagogies.
• Over 80% of teachers learn about using ICT in the classroom (except in Hungary) and using media and other resources
• Use of gamification is mixed, with over 80% of teacher candidates and teachers reported that gamification was part of their ITE/PD in some countries but only 30%-50%) in others.

Australian Professional Standards for Teachers

- Developed by the Australian Institute for Teaching and School Leadership (AITSL), the Australian Professional Standards for Teachers (APST)
- Provides descriptors of four career stages for teachers – Graduate, Proficient, Highly Accomplished and Lead –, each representing increasing levels of knowledge, practice and professional engagement for teachers, in line with the Australian curriculum standards.
- Descriptors are intended to provide benchmarks that recognise the professional growth of teachers throughout their careers.
- There is a two-stage process for teachers to attain full registration in Australia:
  - To obtain provisional registration – and “Graduate” level of the APST – teachers must have graduated from a recognised and accredited teacher education programme and be deemed suitable to work with children based on an assessment of character and criminal history. In some cases a demonstration of English language proficiency is required.
  - To be fully registered, teachers are required to show evidence that they have attained the “Proficient” level of the APST, which normally requires showing a portfolio of evidence to the school principal, a school-based panel of reviewers or Teacher Accreditation Authority, following guidelines provided by the regulatory authority (see example here). This portfolio should include performance data, student work, curriculum, planning and assessment documents, observations, professional conversations or collaborations with colleagues, student/parent feedback and reflections on practice. Minimum numbers of teaching and professional learning days are also stipulated by each state and territory.

For further information: https://www.aitsl.edu.au/teach/standards
Theme 4.
Ensuring quality delivery of ITE programmes
How high quality ITP programmes differ from low quality

Quality levers in ITP systems

Theme 4. Ensuring quality delivery of ITP programmes

Accreditation of ITE programmes and teacher education institutions in the Netherlands

- University accreditation system encourages a culture of quality. The accreditation process for ITE programmes looks at the vision, quality assurance system and culture of improvement, and involves a review panel of peers and consequences for very poor performing institutions.
- All frameworks are developed collaboratively for system-wide minimum quality standards. There are legislated professional standards for teachers and national tests for primary school teacher candidates in three subject areas, in addition to teacher educator standards and teacher knowledge bases. These things set system-wide expectations for the base level of what new teachers and teacher educators need to know.
- The system analyses and actions data to make improvements. The Ministry conducts a survey of all newly qualified teachers, which are reviewed collaboratively to identify national trends and make policy recommendations that are based on what is actually happening in schools.
- Accreditation of school-university partnership. The accreditation body looks at some school partnerships and has to approve these before they are funded.
Theme 5.
Certifying and selecting prospective teachers
How can we use the certification and hiring process to improve the quality of teacher candidates?
Teacher Employment Exams in Japan

- In Japan, teacher certification is awarded to all teacher candidates who have completed their ITE programme by the (prefectural) **Boards of Education** (BOE). There are 64 BOEs in the 47 prefectures in Japan.
- In order to work as a teacher in the public education system, certified teachers must pass the **Teacher Employment Examination**, which is administered by the BOEs. Each BOE sets its specific standards and requirements independently, and examinations are often very competitive.
- Most BOEs use a **First- and Second-Stage Examination** to ensure candidate suitability. Examinations typically consist of:
  - Written examination testing General Knowledge, Subject-Based Knowledge, Professional Knowledge and Essay Writing.
  - Interview (individual (in 68 BOEs), group (in 50 BOEs) and/or private sector (in 60 BOEs).
  - Practical examination.
  - Aptitude test (in 41 BOEs, of which 32 in Second-Stage).
  - Mock lesson (in 40 BOEs) and drafting lesson plans (in 16 BOEs).
- **First-Stage Examinations** typically test general knowledge, subject-based knowledge and professional knowledge. Some BOEs administer Essay Writing, Interview, Practical and Aptitude Test in the **Second-Stage Examination**. Some BOEs administer Essay Writing and/or Interview in both First- and Second-Stage Examinations.
- Those who pass the examination have **tenured employment status** and are eligible for 1-year of induction, also provided by the BOE. Those who do not pass the examination can become temporary teachers.
Theme 6.  
Supporting beginning teachers
Quality levers in ITP systems

Theme 6. Supporting beginning teachers

A growing body of research demonstrates the positive effects of teacher induction programmes on teachers’ job satisfaction, well-being and commitment to the school, in addition to student achievement.
Compulsory induction in Japan

• National guidelines stipulate that all new teachers with regular contracts must complete **10 hours or more in-school training** with one or more experienced teacher(s) and **25 days or more off-site training in their 1st year**.

• All teachers are required to complete the minimum of **30 hours of coursework every 10 years to renew their certificate**. Failure to do so will result to the termination of their teaching certificate.
5. Where to next?
“Given the rapid changes in education, the potentially long careers that many teachers have, and the need for updating skills, teachers’ development must be viewed in terms of lifelong learning, with initial teacher education conceived as providing the foundation for ongoing learning, rather than producing ready-made professionals.”

Where to next?

• THERE IS NO PERFECT SYSTEM!

• Need for more evidence to inform policymaking

• And joined-up approaches – ITE is not the panacea for teacher quality
WHAT WORKS IN INITIAL TEACHER PREPARATION SYSTEMS?

REFLECTIONS ON POLICIES AND PRACTICES IN 8 OECD COUNTRIES

Hannah von Ahlefeld, Analyst, OECD Directorate for Education and Skills

Workshop on Initial Teacher Education, 17 October 2017
5. Next steps

Interactive country reports
5. Next steps

Final conference, January 2018

- **Country-level SWOT policy diagnosis findings.** SWOT findings from each country will be presented briefly SWOT-style by different experts and national co-ordinators, and participants will get the opportunity to discuss them in small groups, with a view to identifying common challenges, promising policy reform levers and practices, and opportunities for innovation in upcoming sessions.

- **What’s working and not working? Common challenges and promising policy reform levers and practices in ITP systems.** In two short presentations, experts will propose five challenges and five promising policy reform levers and practices common to all ITP systems. In a workshop format, participants will deconstruct challenges, and develop strategies to address them in their respective countries, drawing on lessons learned in promising policy reform levers.

- **What’s next in ITP? Innovation in ITP policy and practice.** Based on findings from country visits, national co-ordinators and experts will present two case studies of innovation in each country. Participants will then identify six areas of innovation in ITP policy and practice, one for each pathway theme, for further exploration in working groups.

- **Towards a system-level approach: Exploring principles of effective ITP systems.** Drawing on the previous days’ work, all participants will brainstorm principles of effective ITP systems.

- **Reviewing the ITP study.** Based on the system-level SWOTs conducted as part of each review visit, national co-ordinators will work with the Secretariat in a closed session to review the ITP study itself with regard to its inputs, processes and outputs, for the purpose of improving possible future rounds of the ITP Study.
THANK YOU

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