Centre for Educational Research and Innovation — CERI

Teacher workforce and teacher training

CERI New Professionalism and the Future of Teaching

14 May 2024

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OECD
BETTER POLICIES FOR BETTER LIVES

This presentation

- OECD knowledge base on teachers (data collection and policy reviews)
- Research in the CERI New professionalism and the future of teaching project
- Two tools to support multi-stakeholder debate on the future of teaching
  - Ambition loops
  - The teacher personas

Main concerns raised by countries for teacher policy

2002 – 2004
OECD review on teacher policy

Attracting

Maintaining an adequate supply of good quality teachers

LT trends in workf… …‘higher achievers’ and fewer males

Im… …ndervalued

TALIS 2008, 2013, 2018

…d areas)

Developing

Limited conne… …professional development & school needs

Lack of systemic induction programm… f…

PISA 2022

Retaining

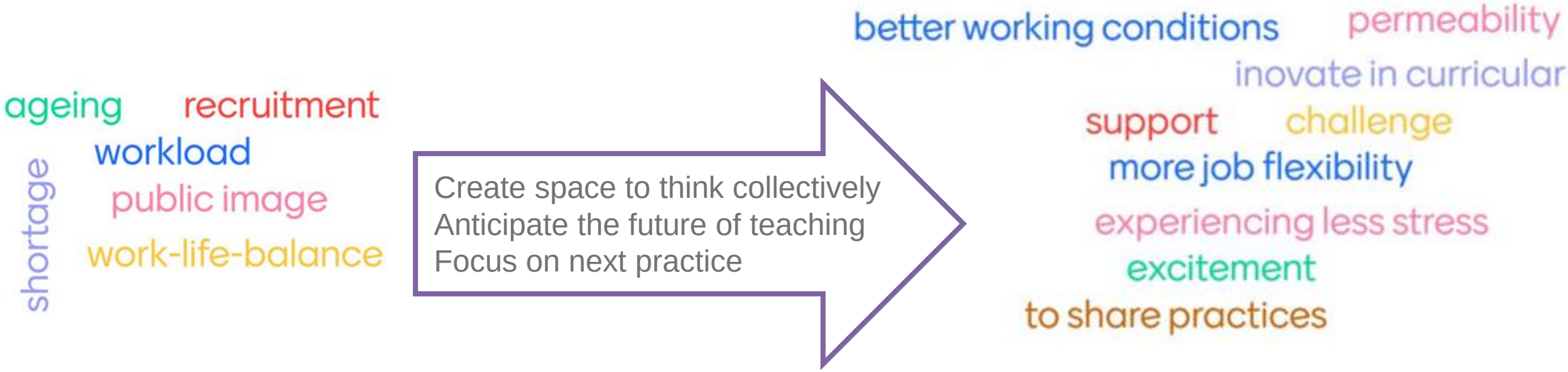
High rates of tea…

Stress and poor working… …isfaction

Limited means to recognise and reward teachers’ work

Core aims of the CERI study on the future of teaching

Creating space in the teacher debate can help think about a long-term sustainable vision and how to get there.



Moving toward New professionalism

'Connective professionalism'

- Teaching can lead the way in new professionalism
  - Teachers report a variety of collaborative practices
  - Collaborative practice is associated with greater job satisfaction
- Some problems must be solved together
  - Other professionals bring knowledge and expertise to benefit teaching and learning
  - Good interprofessional collaboration needs to be learnt
- A rich and diverse workforce
  - Which connections, when?
  - What are the different motivations, aspirations and professional development needs at different career stages?

‘Connective professionalism’- Professionalism is changing

“Professions involve essentially intellectual operations with large **individual responsibility**; they derive their raw material from **science** and learning; this material they work up to a practical and definite end; they possess an educationally communicable technique; they tend to **self-organization**; they are becoming increasingly **altruistic** in motivation.”

Flexner (1915)

“A profession stands in a complex, transactional and **reciprocal relationship** with the public and society at large, characterised by professional competence, public recognition and **trust**, and by a strong service orientation in which **public interest** is paramount but also susceptible to **contextual influence**.”

Abadi, Ayentimi & Coetzer (2020)

“**Connective professionalism**” (Noordegraaf, 2020)

How to reinforce teacher professionalism?

Specialisation and career progression

Autonomy

Status

How can teaching innovate professionalism?

Collaboration

Continuing professional learning

Engagement with research

Mezza, A. (2022), “Reinforcing and innovating teacher professionalism: Learning from other professions”, https://doi.org/10.1787/117a675c-en.

Collaborative practice appears attractive

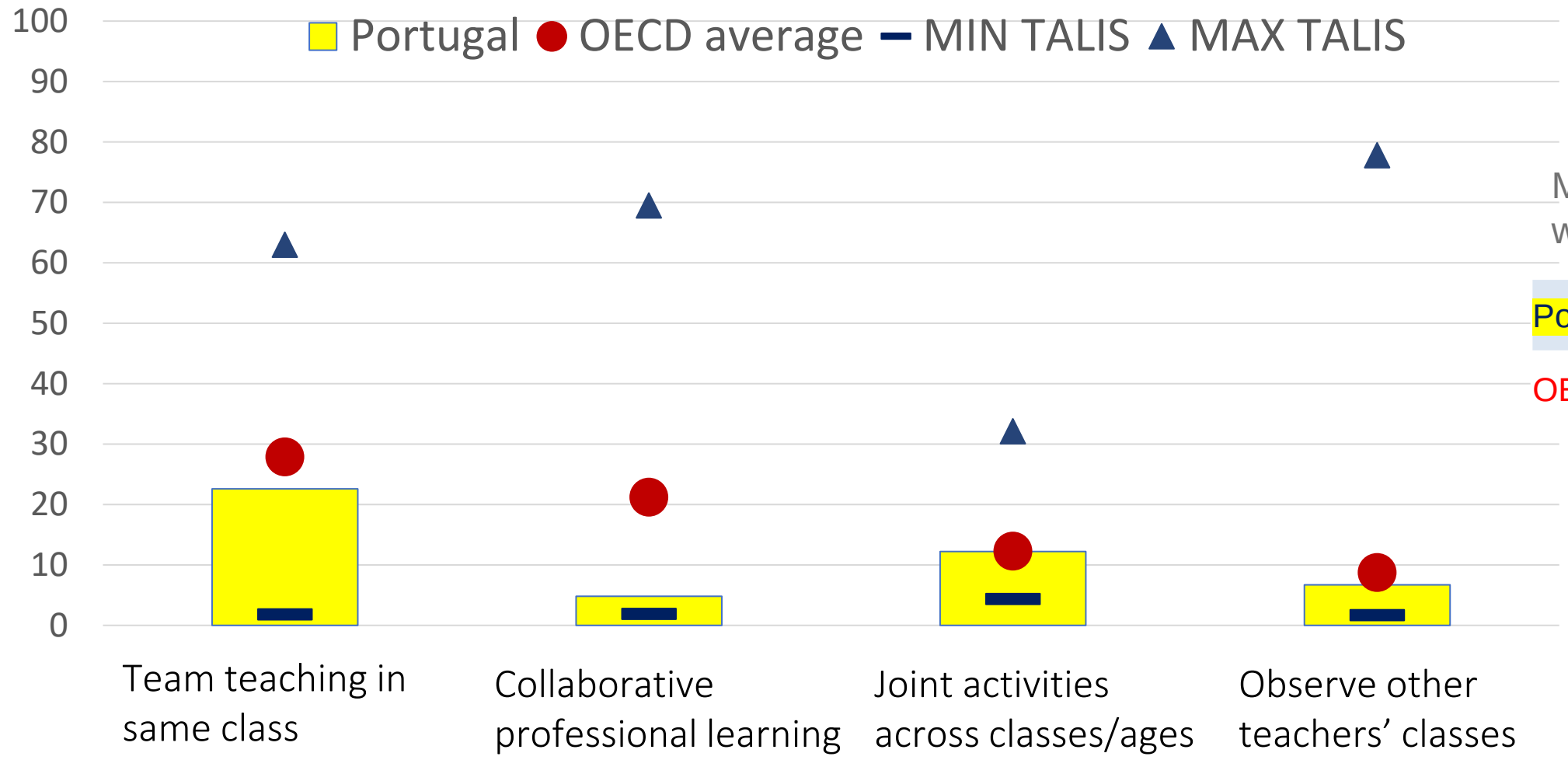
Factors associated with JOB SATISFACTION	OECD average	R squared	PRT	R squared	CHL	R squared	KOR	R squared
Collaborative school culture	**1.155**	0.15	**0.874**	0.16	**1.017**	0.14	**1.397**	0.15
Teachers can rely on each other	**0.969**	0.15	**1.181**	0.16	**0.897**	0.14	**1.273**	0.15
Receiving impactful feedback	**0.909**	0.05	**0.886**	0.05	**0.751**	0.06	**1.014**	0.04

Factors associated with DEEPER PROFESSIONAL COLLABORATION, e.g. team teaching, class observation	OECD average	R squared	PRT	R squared	CHL	R squared	KOR	R squared
Collaborative school culture characterised by mutual support	**0.716**	0.04	**0.628**	0.04	**0.961**	0.06	**0.842**	0.04
Stress lower with collaborative school culture	**-0.794**	0.07	**-0.431**	0.06	**-1.097**	0.09	**-0.821**	0.10
Stress lower with "teachers rely on each other"	**-0.796**	0.07	**-0.641**	0.06	**-0.796**	0.09	**-1.266**	0.10
Staff participate in school decisions	**0.453**	0.05	**0.488**	0.03	**0.360**	0.08	0.215	`0.03

Source: OECD TALIS 2018.

Note: the regression model included other variables with weak or insignificant associations (age, sex, years working in current school, working full time). Bold print indicates statistical significance.

Deeper forms of professional collaboration reported by teachers



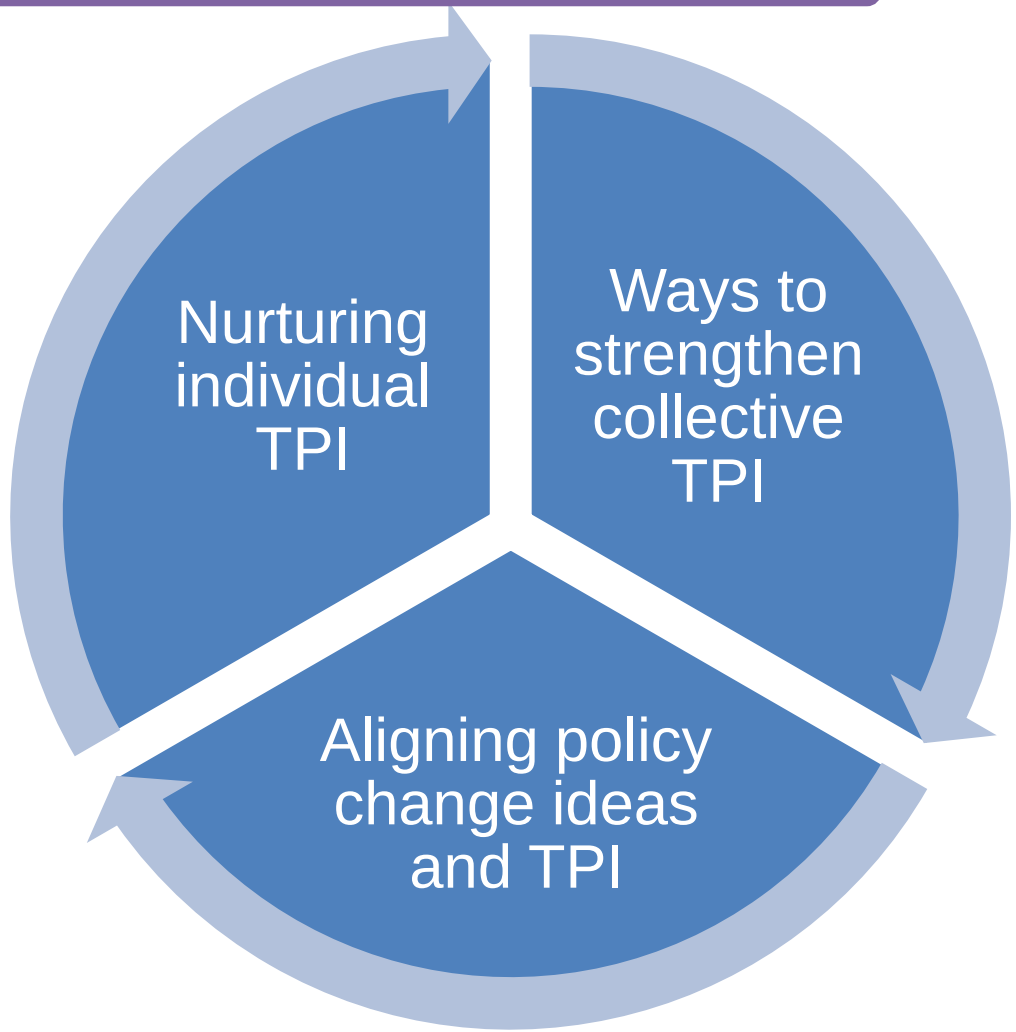
Most variation is within schools

Portugal	89.4%
OECD average	86.8%

Source: OECD TALIS 2018.

Teacher Professional Identity (teacher-led; collective professional growth)

"Teacher professional identity… provides a framework for teachers to construct their own ideas of **'how to be', 'how to act'** and **'how to understand'** their work and their place in society." (Sachs, 2015, p. 15).



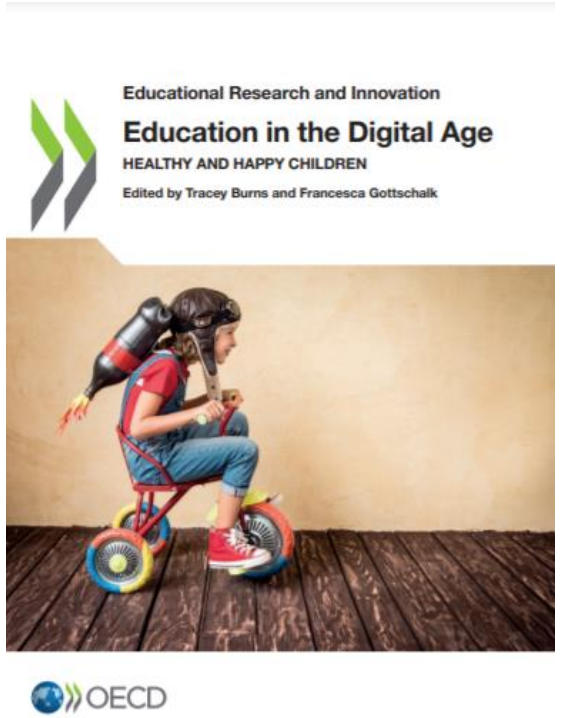
What if… Teacher Professional Identity:

- Supported Professional Learning that is **teacher-led, collaborative** and **emerges directly from the needs of teachers and their students**
- Enhanced **collective work** (other teachers, professionals) toward shared goals

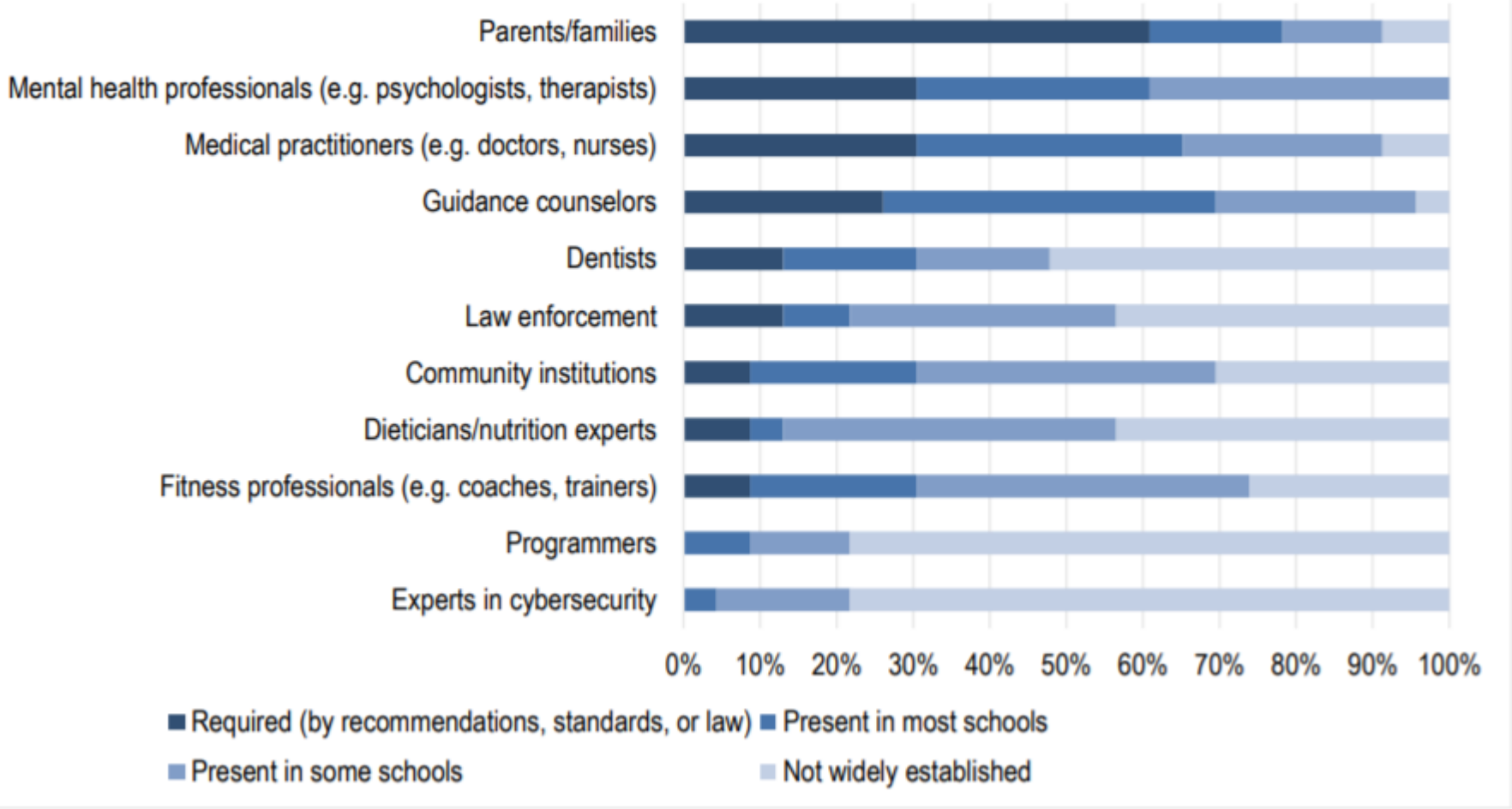
Suarez, V. and J. McGrath (2022), "Teacher professional identity: How to develop and support it in times of change", https://doi.org/10.1787/b19f5af7-en.

Professional collaboration (external)
- an evolving reality of schools working with external actors

- Ongoing shift to a more holistic role for teachers in supporting student well-being



Answers from 23 countries/systems -->



Professional collaboration (external) - five guiding principles

1. The collaboration needs to be continuously warranted for everyone involved
2. Teachers and other stakeholders need to be involved in planning and developing the collaborative effort
3. Trust-building leadership is vital
4. Clarity facilitates collaboration
5. Good interprofessional and cross-sector collaboration needs to be learnt

Nilsson Brodén, D. (2022), "Cross-sector and interprofessional collaborations: A powerful tool for the teaching profession?", https://doi.org/10.1787/7144c6ac-en.

Future of teaching – research questions in country studies

Supporting teachers' work and well-being

How can other professionals support the teacher in this (inside and outside the school, from other sectors and the wider community around the school)?

What support services do teachers need to improve and maintain their physical and mental health?

Evolving and diversifying professional roles

How could a career development perspective for all staff in schools contribute to a vibrant and thriving workforce?

What do we expect from the teacher as a professional?

How can all who work in schools encourage innovation and the examination of professional roles in schools as learning organisations?

What is the core of being a teacher?

How do we develop teacher professional identity and a more collaborative profession?

How could investment in the professional identity of teachers, especially in secondary schools, make the profession in those settings more attractive?

What are possible new ways for teachers to collaborate and co-operate as a team in knowledge management, but also on current topics about school or society?

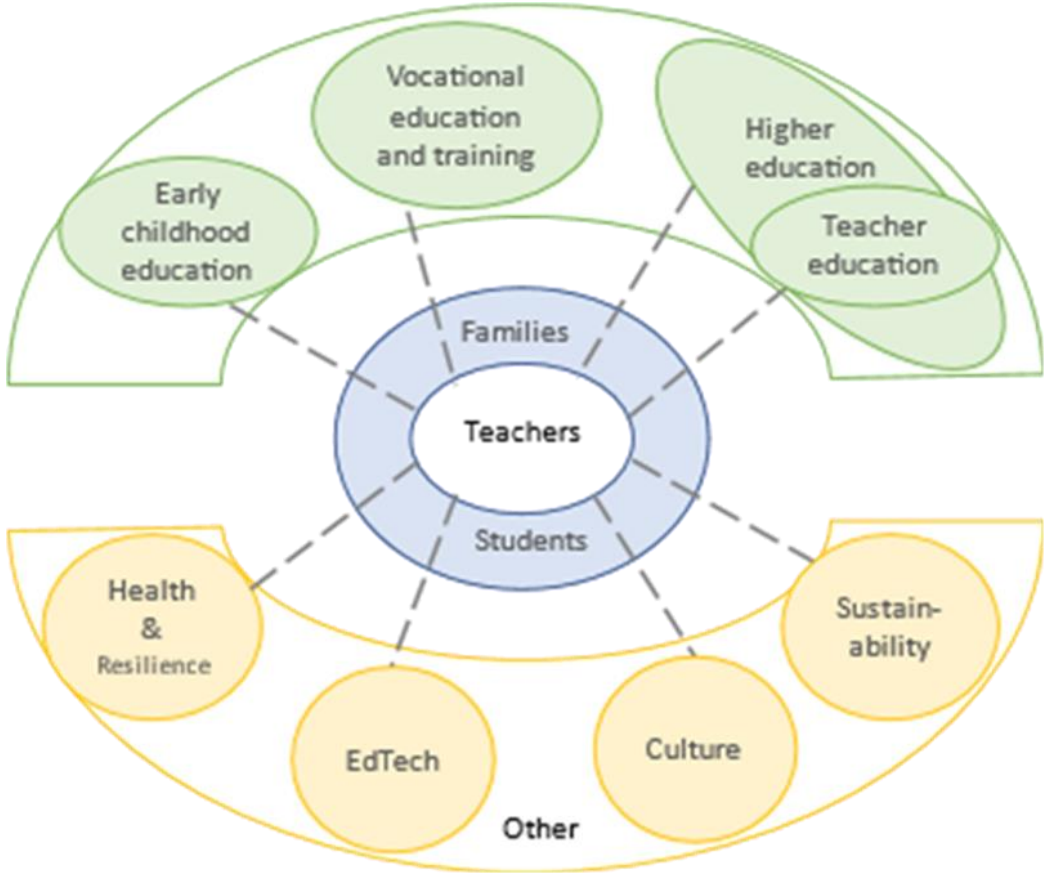
Developing teacher professional identity

Developing connective professionalism

Building connections around schools to support teachers

A framework to organise evidence and ideas for next practice

To support a future-focused and constructive dialogue.



Professionals in the education sector

The school community

Professionals in other sectors

Source: McGrath (2023), What systematic connections should we have around schools to support the work of teachers?, https://doi.org/10.1787/77de597c-en

“Ambition loops”: What if …. ?

The school community

What if…. We redefine the roles of teachers and learners?

What if…. A healthy work environment was a priority for supporting teacher well-being?

What if….We start thinking about diversifying career options for teachers?

Professionals in the education sector

What if…. We form partnerships to strengthen teacher professional identity throughout their careers?

What if… we support interdisciplinary learning and working that meet different teachers’ interests?

What if…. Every school had time and space to collaborate with university researchers?



Professionals in other sectors

What if…. We see schools as centres for learning and connecting with the community?

What if…. We value expertise from across society to broaden learning experiences in school?

What if…. We see teachers as pedagogical innovators?

(McGrath 2023; adapted by research seminars in Flanders, Austria & Wales)

What if…. A healthy work environment was a priority for supporting teacher well-being?

Teachers

Protect and **promote a healthy working environment** and take responsibility for themselves, each o

School leaders

Are **s**

School leaders & local authorities

Recog **teachers**

Ensu **ecision maki**

Policy makers

Resp cusing on healt vantaged commu

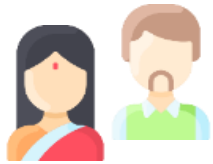
Explore ways to **respond to changing interactions between teachers and parents** by creating norms and agreements together to establish good habits

More inexperienced teachers are allocated to more challenging contexts, such as urban schools (OECD, TALIS 2018 results, Strijbos and Engels, 2023)
Also the case for second-career teachers (Spruyt et al., 2023)

Many school leaders believe that beginning teachers were not adequately trained for an urban context e.g. in classroom management (Backers, Tuytens and Devos, 2020; Amitai and Van Houtte, 2022)

Availability of support is a greater determinant for teacher retention than the challenges within the context itself. Support includes good leadership and collaborative relationships (Backers, Tuytens and Devos, 2020)

Considering and strengthening a diverse teacher workforce: Teacher personas



Kim and Bill, the opportunity-seeking confident problem solvers



Sam and Beatrice, the unheard middle-aged seekers



Robin and Florian, the time-stressed family builders



Eden and José, the networked and ambitious collaborators



Cinders and Pheonix, the exhausted doubters

BURNOUT

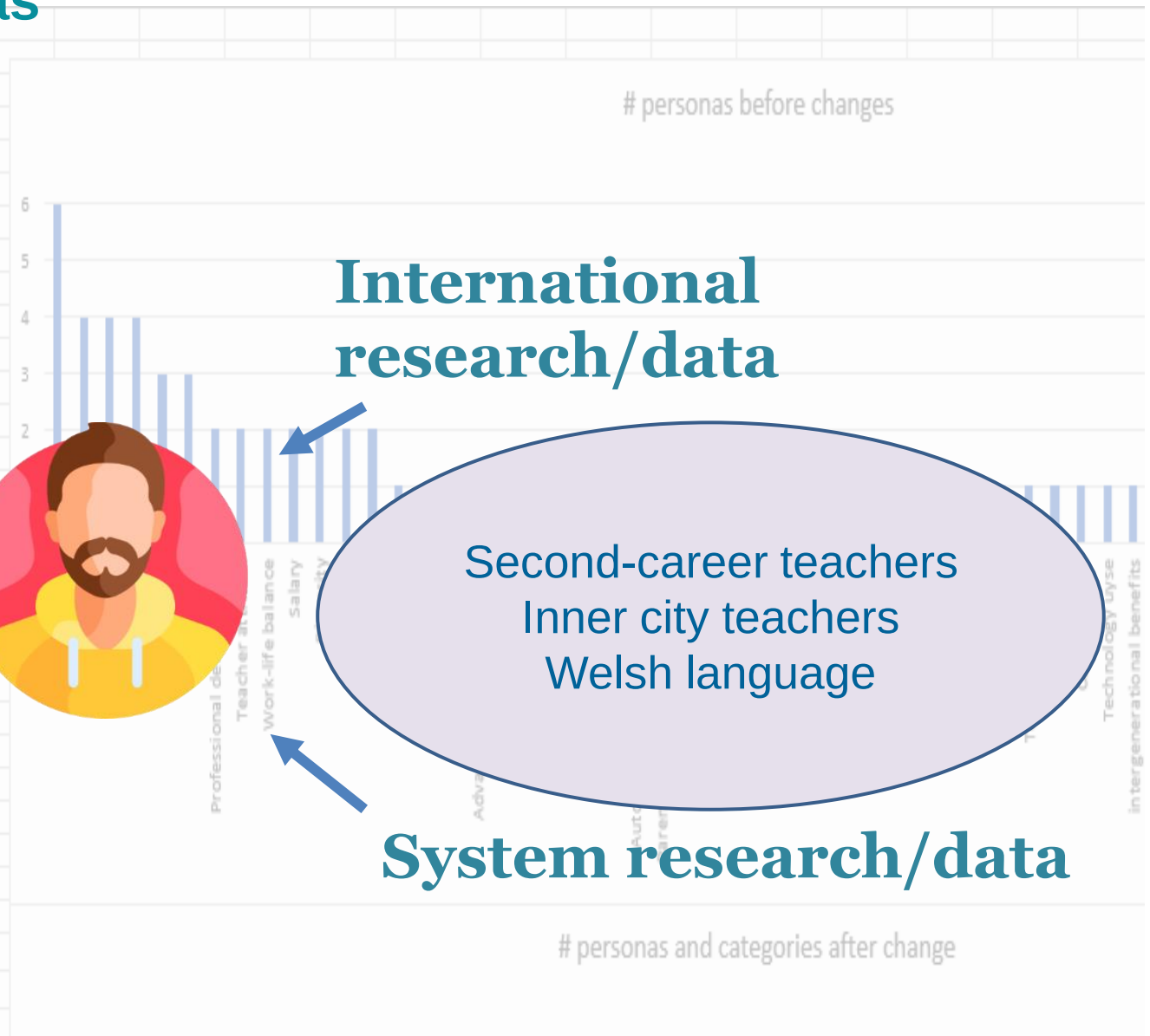


Ciel and Spacey, the hyperconnected, well-being centred professionals of the future

How we build the teacher personas

Before change	
Used indicator	# personas
Motivation	6
Age	4
Gender	4
Self-efficacy	4
Workload	3
Support	3
Professional development	2
Teacher attrition	2
Work-life balance	1
Salary	1
Diversity	2
Autonomy	2
Job security	2
Parttime working	1
Well-being	1
Mental Well-being	1
Advantages/disadvantages	1
Psychosocial condition	1
Early retirement	1
Peer support	1
collegiality	1
Demoralisation	1
Autonomy on the school level	1
Parental/guardian involvement	1
Leadership	1
Status of the profession	1
Being valued by society	1
Flat career	1
Task differentiation	1
Work experience	1
Readiness	1
Readiness to teach	1

After Change		
Used indicator	# persona	Missing
Gender	6	
Age	6	
Motivation	6	
Support	5	
Self-efficacy	4	
Well-being	4	
Professional development	3	
Workload	3	
Status of the profession	2	
Readiness	2	
Teacher attrition	2	
Work-life balance	2	
Salary	2	
Diversity	1	
Job security	1	
Early retirement	1	
Parttime working	1	
Demoralisation	1	
Autonomy	1	
Autonomy on the school level	1	
Parental/guardian involvement	1	
Leadership	1	
Task differentiation	1	
Work experience	1	
Learning by doing	1	
Classmanagement	1	
Seniority	1	
Skills	1	
Pull factor	1	
Teacher workforce	1	
Life views	1	



TALIS 2018

PISA 2022



International research/data

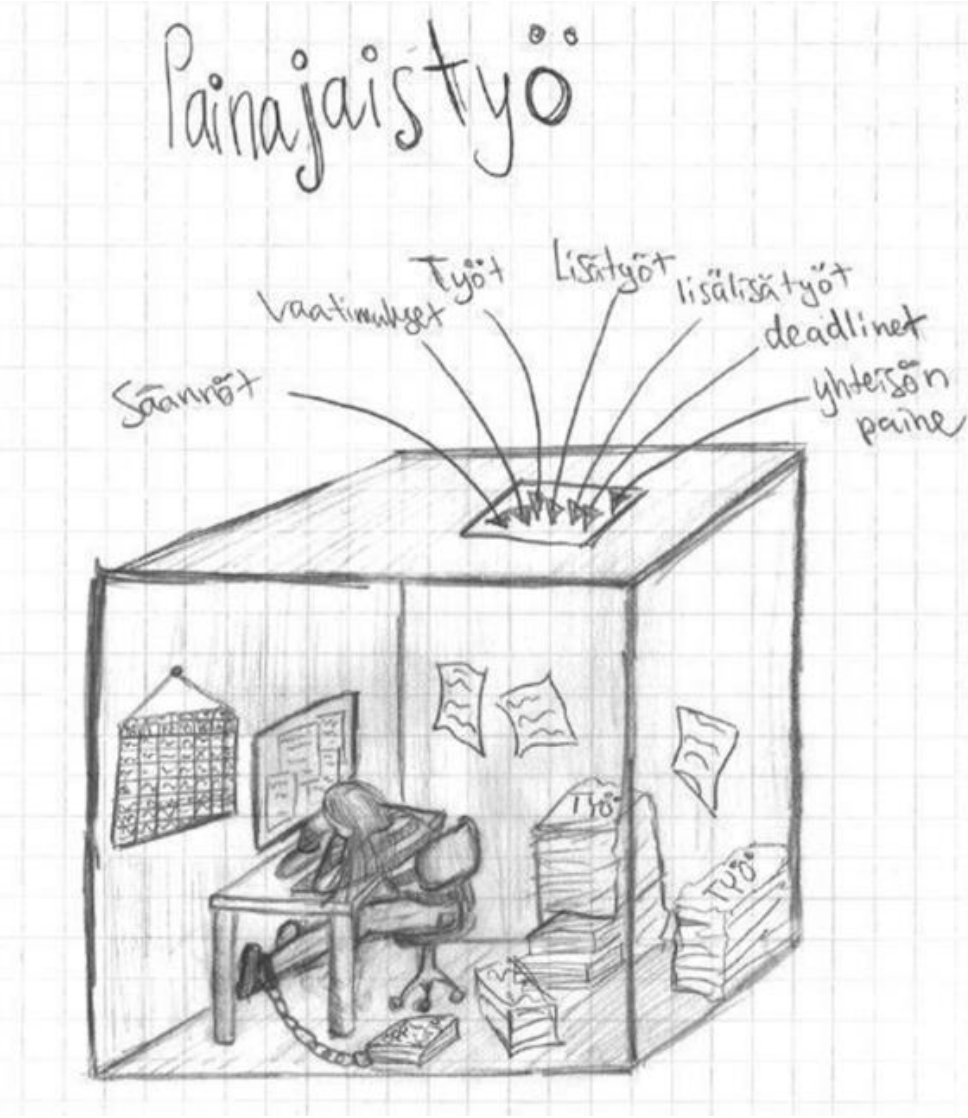
Second-career teachers
Inner city teachers
Welsh language

System research/data

And a provocation: Future teachers?

- Life goals and work in balance; Wellness in their daily routine
- Motivated by challenges, rewards, sharing knowledge, values
- Autonomy, space and relationships with students
- Using AI and other digital tools
- Many opportunities to work elsewhere….

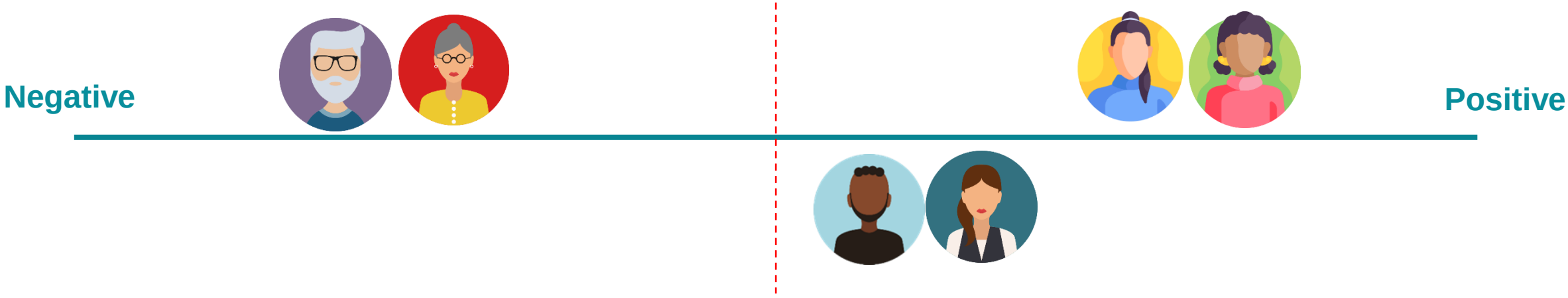




Dream job and nightmare job by Pre-service teachers in Finland

Using teacher personas to stress test policy design and implementation

Situation: *The government is providing grants for school education organisers to apply for. The grants are supposed to be used for hiring staff to alleviate teachers from administrative, social and disciplinary tasks, so they can focus more of their time on teaching. A local education authority applies for the grant and mandates their principals to hire this type of staff. Principals are unprepared for this change and have little time to hire the staff, thus not including teachers in the process. However, the local education authority gives some guidance on what the teacher assistant should or shouldn't do.*



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Key research papers

- For more on ambition loops:

What systematic supports should we have around schools to support the work of teachers? Global lessons and the potential of ambition loops.

- For more on teacher personas:

Cross-sector and interprofessional collaborations

- Lessons from other professions and where teaching can lead in innovating professionalism:

Reinforcing and innovating teacher professionalism

- A focus on teacher professional identity can support greater alignment of policy and practice:

Teacher professional identity: How to develop and support it in times of change