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ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT



Making the teaching profession more attractive: OECD insights

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Informal Meeting for Ministers of Education

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Why focus on teachers?

PISA: linking student learning outcomes with teaching



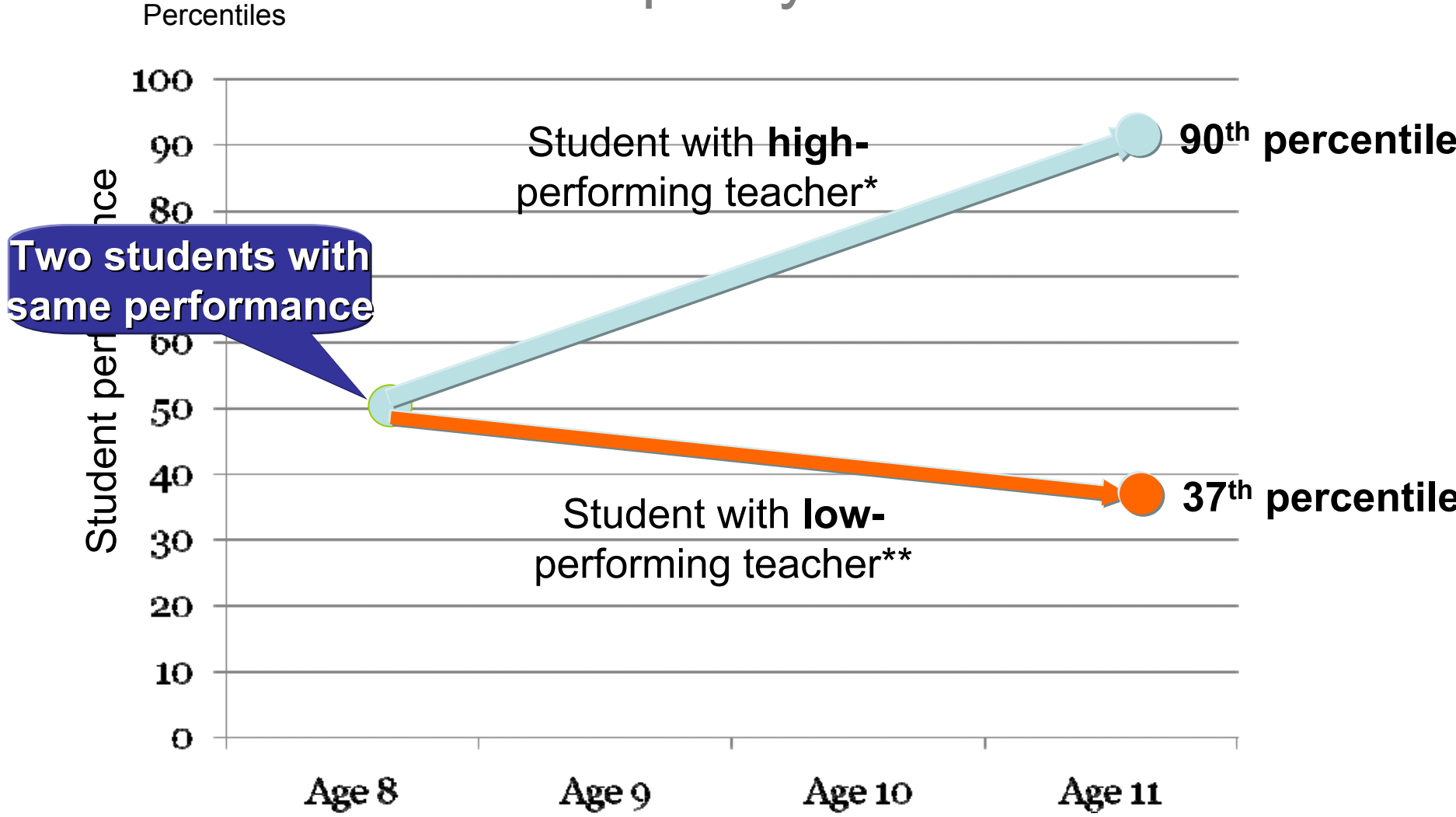
TALIS: insights into teachers' working conditions



School leadership: improving school outcomes



The quality of educational outcomes cannot exceed the quality of teachers



* Among the top 20% of teachers

** Among the bottom 20% of teachers

Source: Sanders & Rivers *Cumulative and Residual Effects on Future Student Academic Achievement*

OECD Teaching and Learning International Survey (TALIS)

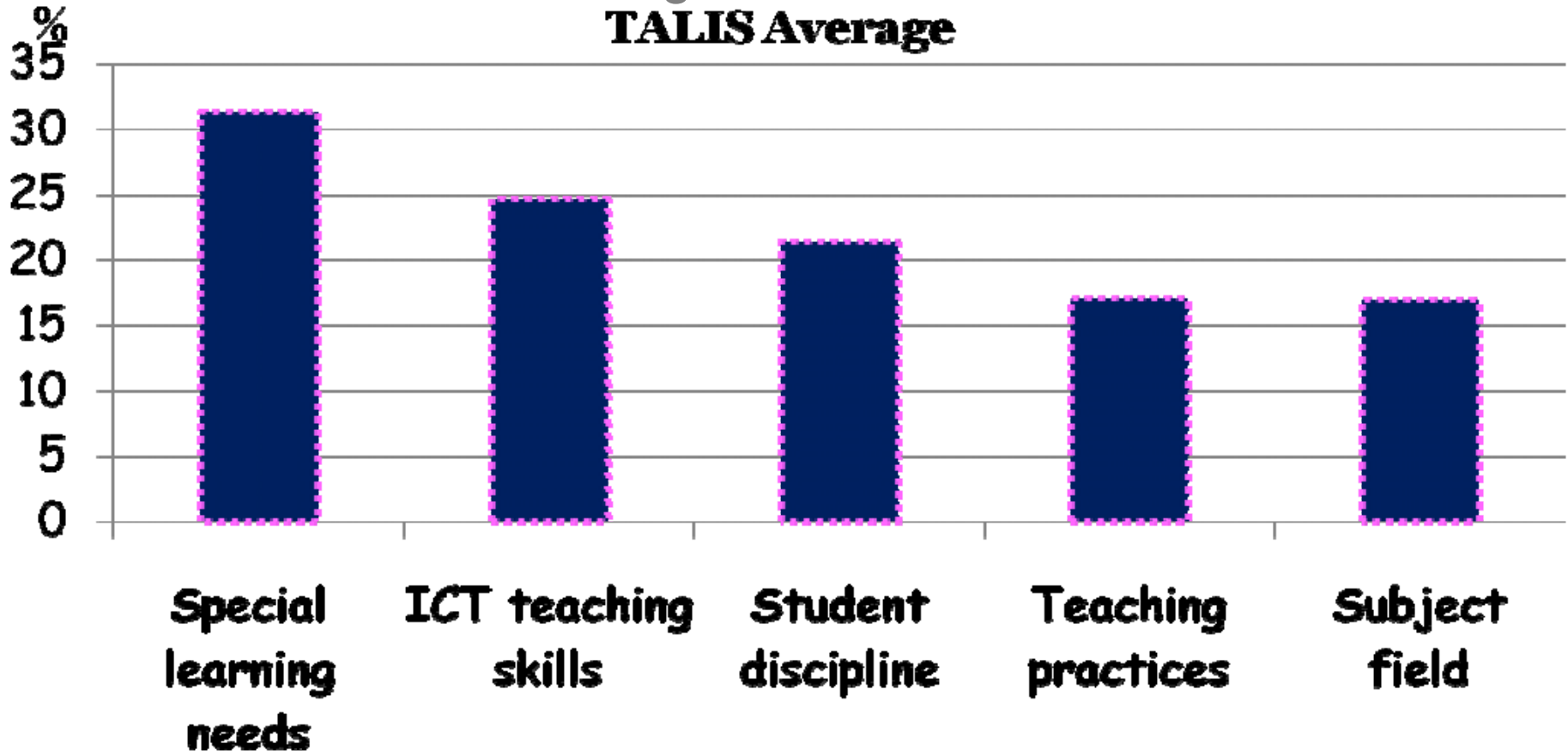
Creating Effective Teaching and Learning Environments

First Results from TALIS

Areas of greatest development need (2007-08)

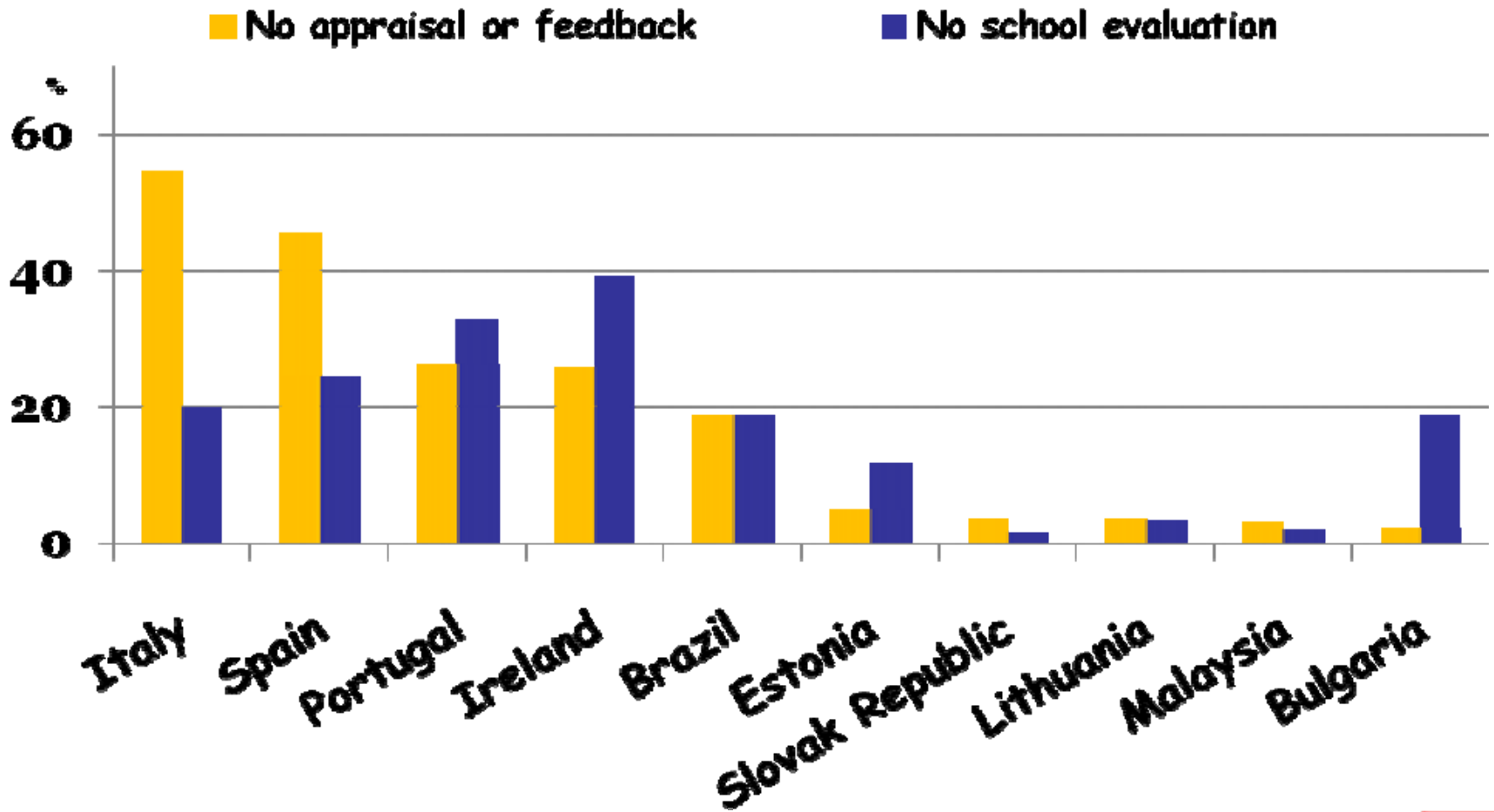
International average of percentage of teachers reporting a high level of need

TALIS Average



But some teachers are left alone ...

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



School leadership is a powerful lever

Leadership



- **School level:** fosters the right environment for teachers to teach well and students to learn better.
- **Local level:** contributes to improve equity and outcomes by collaborating with other schools and community.
- **System level:** essential for the success of educational reforms.
- School leaders are the interface.

School leadership is a policy priority

The role of school leaders has changed dramatically

School
autonomy,
decentralisation

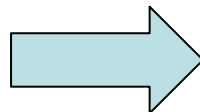
- Administrative & managerial tasks
- Running a small business
- Managing human and financial resources

Accountability
for outcomes

- A new culture of evaluation
- Strategic planning, assessment, monitoring
- Use of data for improvement

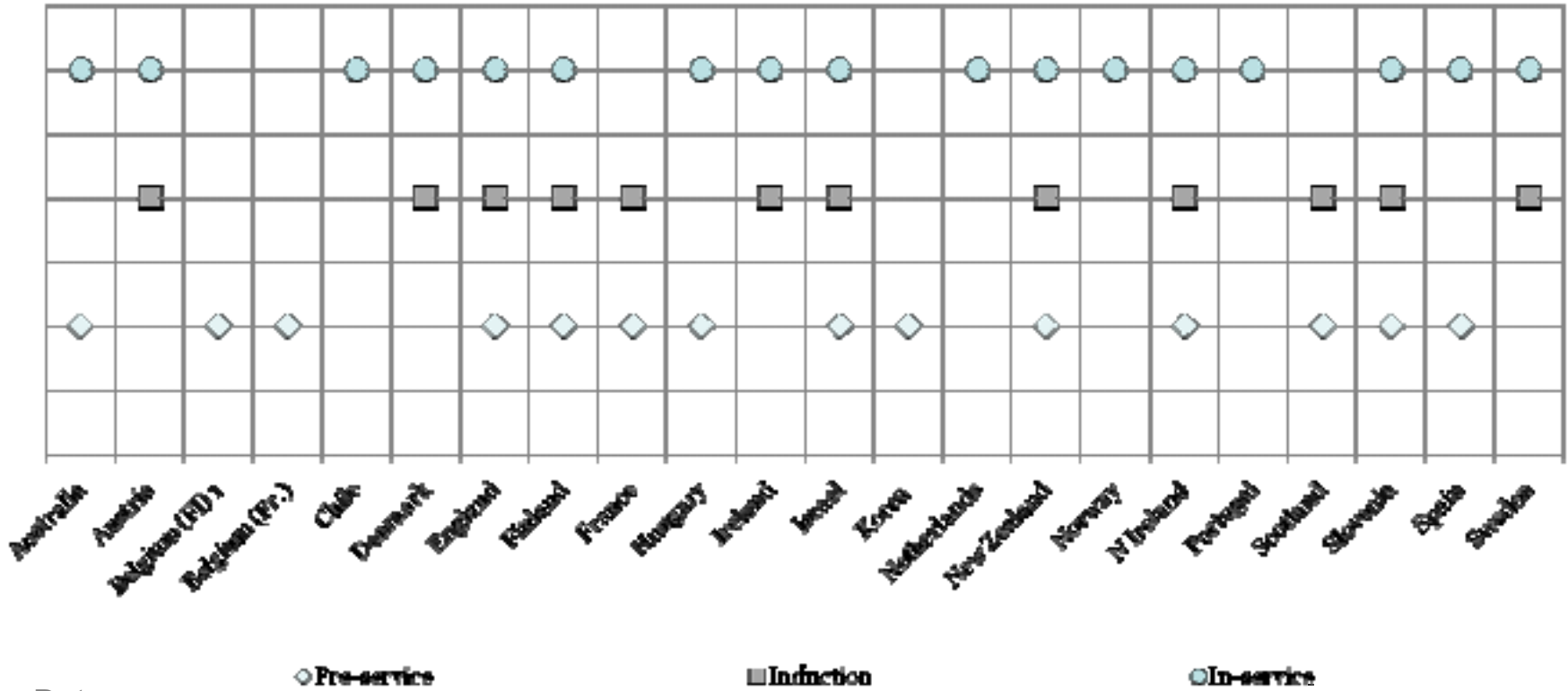
New approaches
to teaching &
learning

- Instructional leadership
- Supporting collaborative teaching practice
- Raising achievement and dealing with diversity

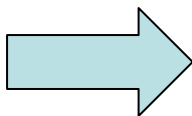


Need to invest in the knowledge
and skills of leaders on the job

School leaders' training & development varies



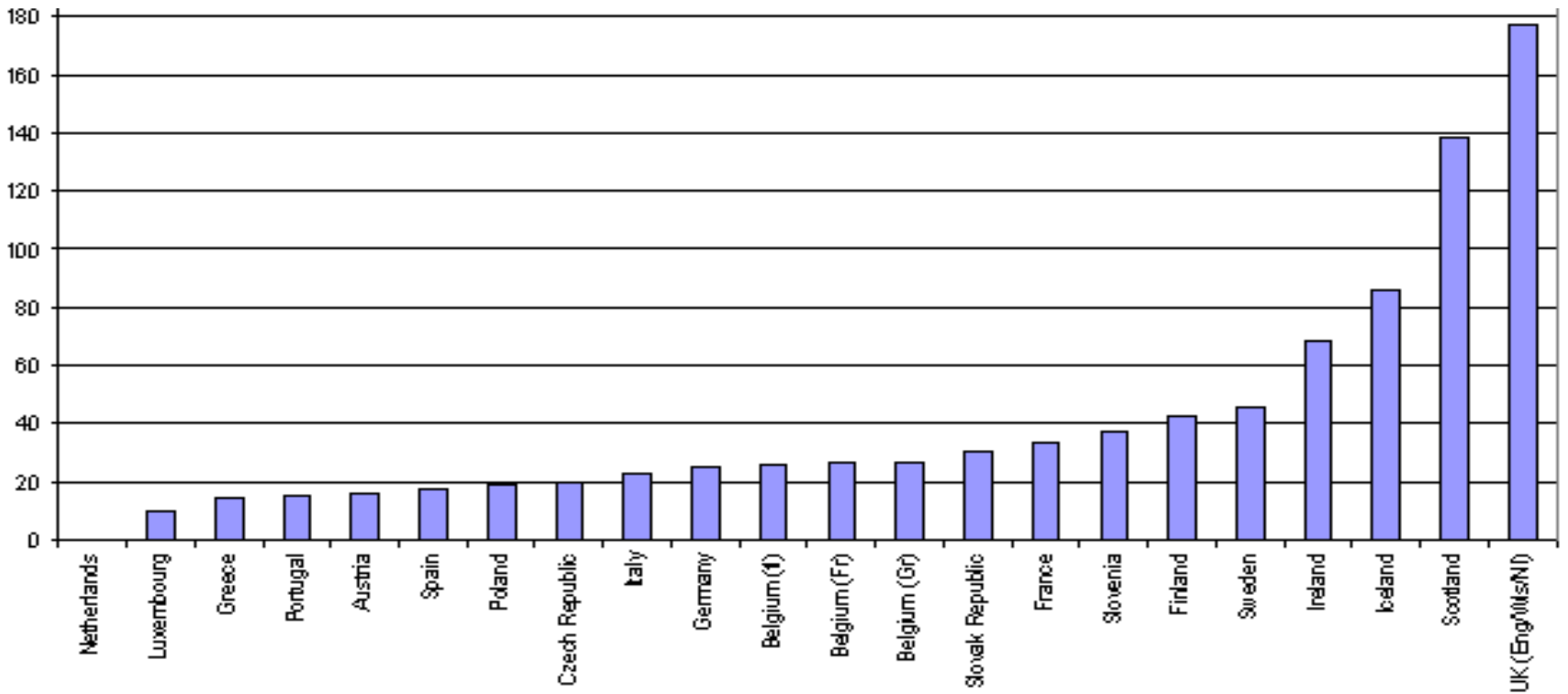
Data from 2006-7



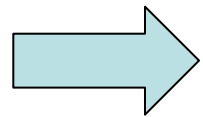
Need to provide specific education and training:
Why should a teacher know how to be director?

Salary differentials for school leaders vary

% differences between maximum and minimum wages of teachers and school leaders



Data from 2002-3



Salaries need to reflect importance of role

Policies for school leadership



(Re)defining school leadership responsibilities



Distributing school leadership



Developing the knowledge and skills of school leaders



Making school leadership a more attractive profession

Empowering teachers to reach the highest standards requires...

- Appraisal and feedback systems that
 - provide effective incentives to teachers
 - reward good performance and
 - provide development opportunities where needed
- A better match between supply and demand, as well as cost and benefit in professional development
- School leadership that effectively supports these processes



Thank you

For more information see www.oecd.org/edu

- Creating effective teaching and learning environments: First results from TALIS www.oecd.org/EDU/TALIS
- www.oecd.org/edu/schoolleadership
- Improving School Leadership: Policy and practice (vol 1.)
- Improving School Leadership: Case Studies on System Leadership (vol 2)
- Improving School Leadership: The OECD Toolkit (forthcoming)



Thank you

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