

How the international evidence base is supporting education policy, reform and practice

OECD-Japan Symposium on
Using Evidence to Support Initial
Teacher Preparation Policy, Reform
and Practice
Tokyo, 3 June 2018

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- **Global megatrends and how they shape education today and tomorrow**
- **Implications for students, teachers, teaching and learning: shifting paradigm**
- **What is the evidence? (and what evidence...?)**
 - **Overview of OECD work on teachers and sources of evidence we use in our work**
 - **A few illustrative examples of comparative evidence**
 - **Qualitative insights from multi-stakeholders dialogue**
 - **Qualitative insights from policy reviews**
 - **Quantitative insights from data**
 - **Use of evidence for policy reform**

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The world is changing fast...



Global trends shape our education systems...



**International trade
& global economic
integration**



**The digital society
and changing
skills demands**



**Rising inequality
challenging social
contract, citizenship
and democracies**



**Climate change
fueling natural
disasters**



**Migration and
more diverse
communities**



**Peace and
security**

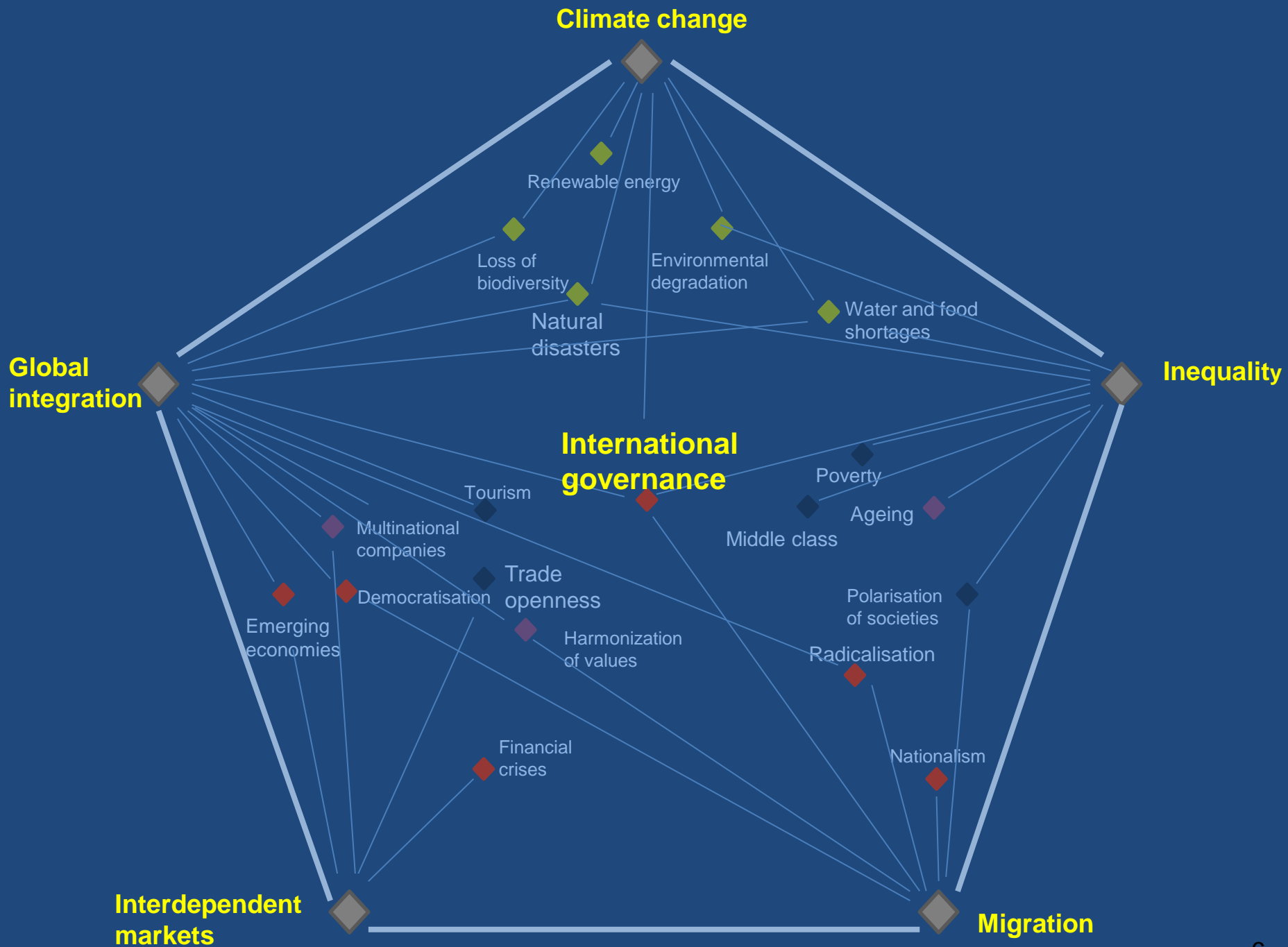


**Ageing and new
family models**



**VUCA world
Complexity and
pace of change**

High-quality schooling more important than ever before





**What does all this mean for students
and for education?**

**What are the knowledge, skills, attitudes and values that
students will need to thrive in the future?**

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Quizz time...



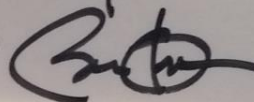
In Odaiba...



Miraikan

Japan's Museum for Emerging Science and Technology

How will you improve the world for our children
and all who follow behind?

We must do everything we can to teach our
children creativity, critical thinking, curiosity,
and empathy. I believe that with a strong
foundation, they will lead us forward. 

みなさんは子どもたちに、さらにその後に続く人たちに、
より良い世界を引き継ぐために何をしますか？
我々はできる限りのことをして、子どもたちに創造性、
クリティカルシンキング、好奇心、そして思いやりを教えなければなりません。
しっかりとした基盤を築くことで、彼らが私たちを牽引してくれると信じています。

**We must do everything we can to teach our children creativity, critical thinking, curiosity
and empathy. I believe that with a strong foundation, they will lead us forward.**



Barack H. Obama

バラク・オバマ

ノーベル平和賞(2009)

受賞理由

国際外交および民族間における協力強化のために並外れた努力を払い、世界中の
人々により良い将来への希望を与えた
for the extraordinary efforts to strengthen international diplomacy and cooperation between peoples

オバマ氏はアメリカ合衆国第44代大統領として、国際的な外交と協力関係を強化し、国際政治の
中に新たな機運をつくりだしました。特に、「核なき世界」についての理念は軍縮や軍備管理交渉に
強い刺激を与え、未来への希望を人々に与えています。

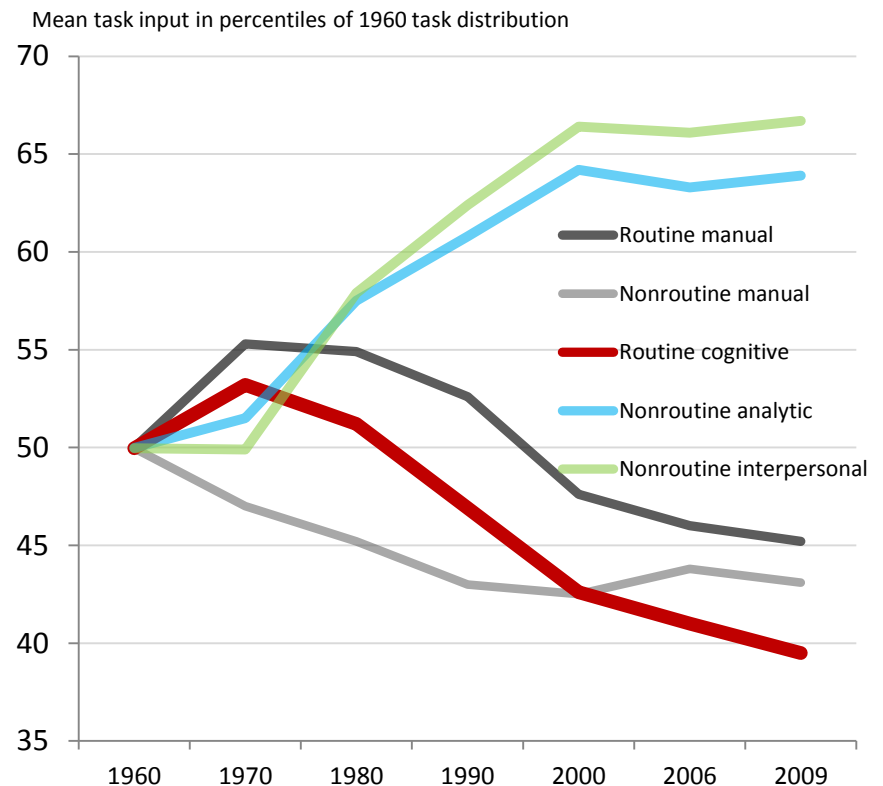
During his service as the 44th president of the United States of America, Obama strived for strengthening international dialog and cooperation between nations. His vision of a world without nuclear weapons greatly stimulated the disarmament and arms control negotiations and gave people hope for a better future.

A group of six diverse children, three girls and three boys, are standing behind a large, realistic globe of the Earth. The globe is positioned in the foreground, showing the Americas and parts of Africa and Europe. The children are dressed in casual clothing like t-shirts and shorts. They are all looking towards the camera with slight smiles. The background is a clear, bright blue sky. The text "Preparing students for their future, not our past" is overlaid on the lower half of the image in a dark blue, sans-serif font.

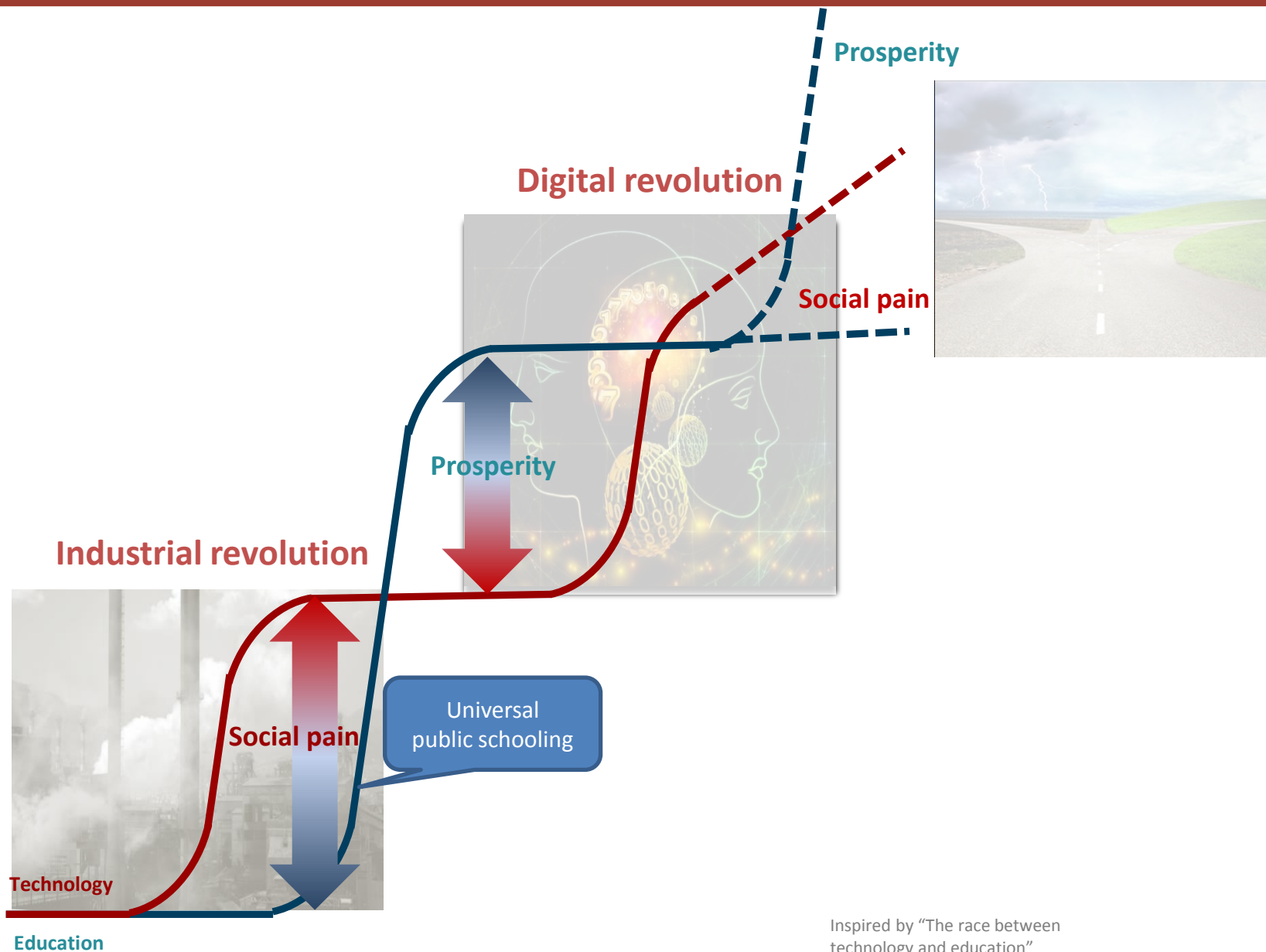
**Preparing students for their future,
not our past**



The kind of things that are easy to teach are now easy to automate, digitize or outsource



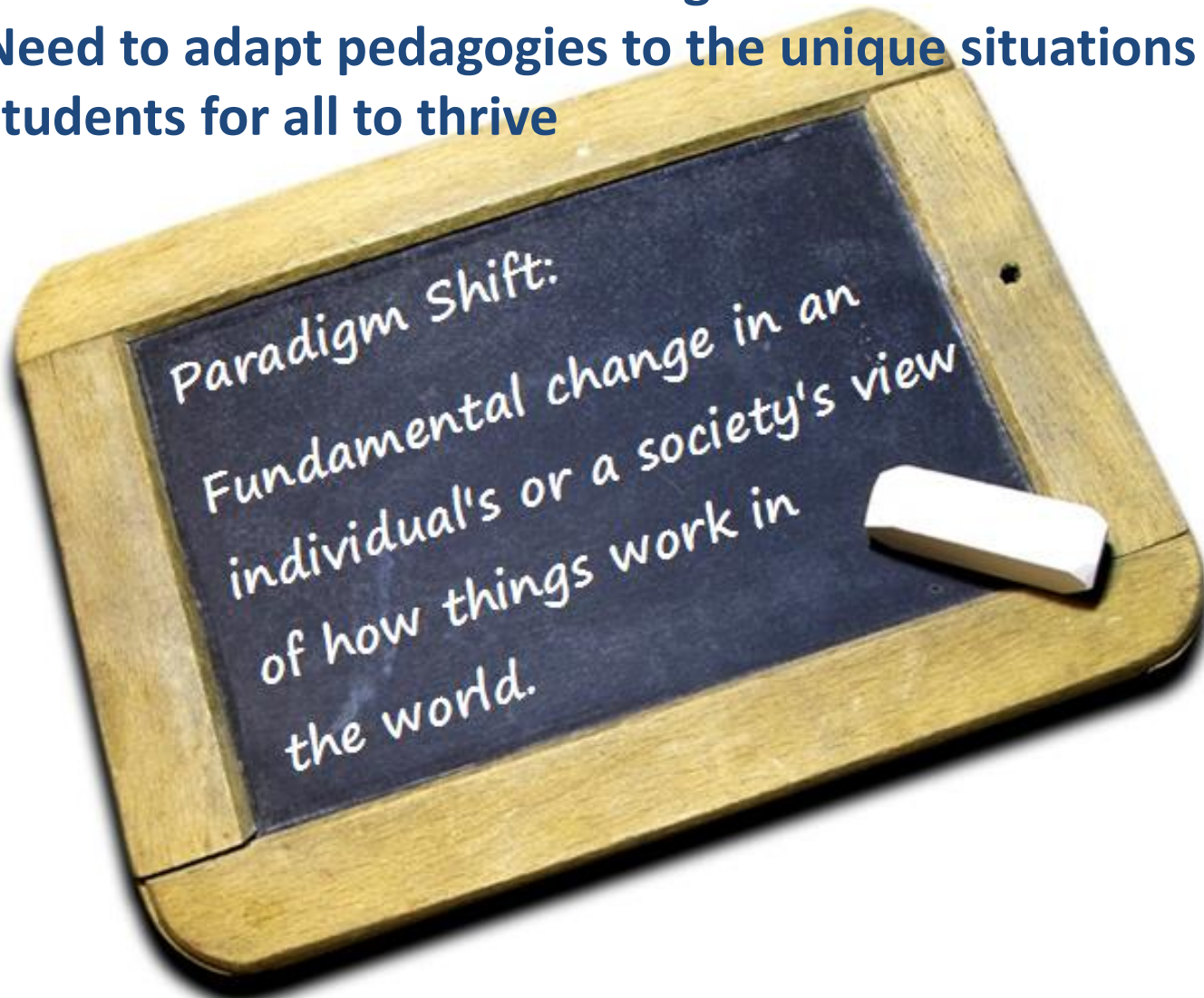
The Race between Technology and Education



Inspired by "The race between technology and education"
Pr. Goldin & Katz (Harvard)

Which pedagogies for the 21st century?

- This is no longer more of the same...
 - Need to rethink what teaching is about and what it looks like
 - Need to adapt pedagogies to the unique situations of students for all to thrive



What implications for teachers and teaching?

- Teaching = an increasingly complex job
- Content and pedagogical knowledge as core
- New challenges: need to integrate horizontal skills: critical thinking, complex problem solving, innovation, creativity, socio-emotional skills...
- Growing emphasis on character building, values and civic education, managing diverse classrooms
(refugees, but also globalised societies, indigenous minorities, low SES groups, special needs students)
- Requires a profound transformation of the education systems and teaching methods, which will involve
 - effective preparation of new teachers,
 - but also embracing a mindset of continuing professional learning for those already in the profession

System transformations needed for future readiness

The old bureaucratic system

The modern enabling system

Student inclusion

Some students learn at high levels (sorting)

All students need to learn at high levels

Curriculum, instruction and assessment

Routine cognitive skills

Complex ways of thinking, complex ways of doing, collective capacity

Teacher quality

Standardisation and compliance

High-level professional knowledge workers

Work organisation

‘Tayloristic’, hierarchical

Flat, collegial

Accountability

Primarily to authorities

Primarily to peers and stakeholders

The imperative of professionalism to empower teachers as agents of change

Improve the societal view of teaching as a profession



Recruit top candidates into the profession



Developing Teaching as a profession

Retain and recognise effective teachers – path for growth



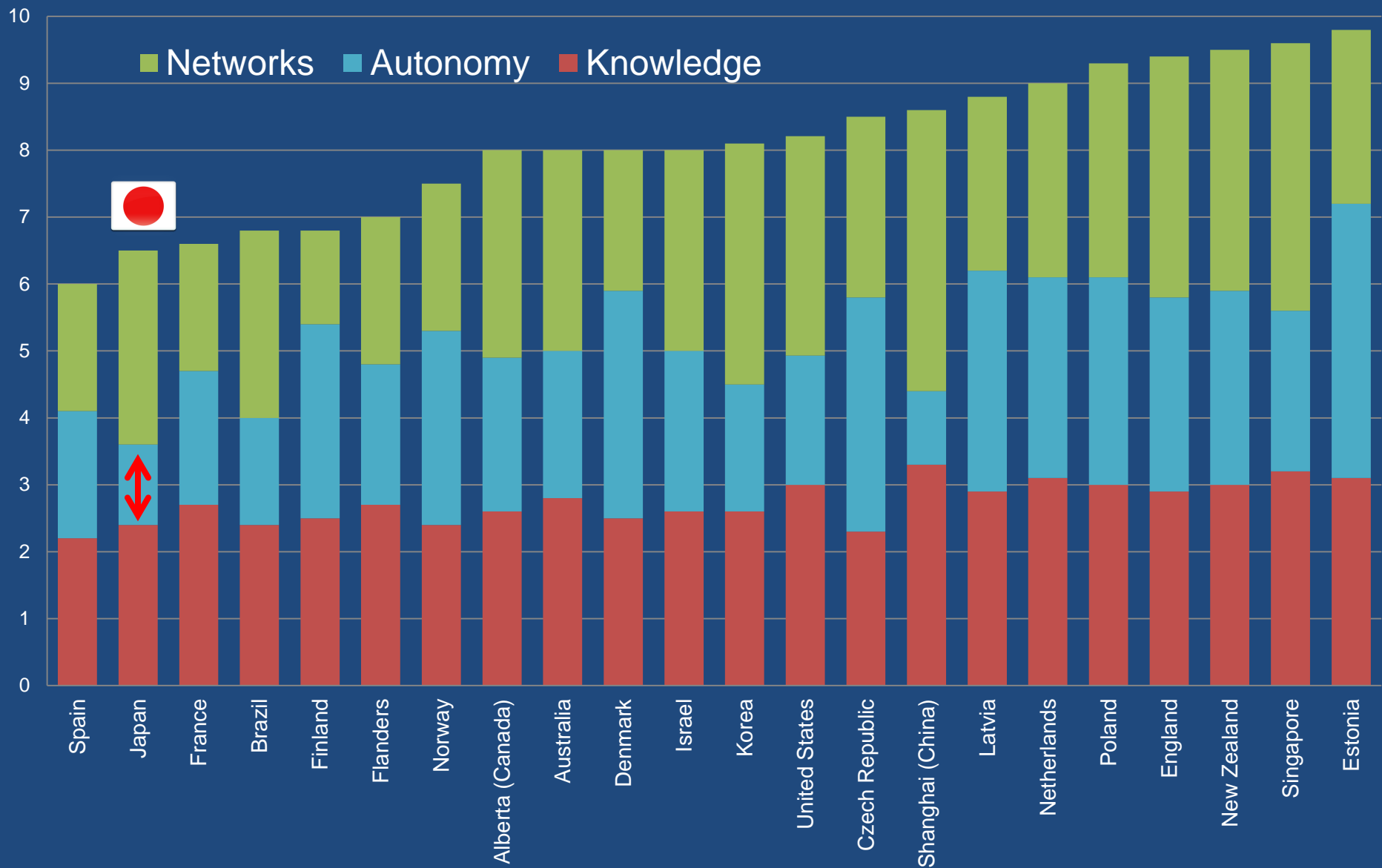
Support teachers in continued development of practice



The imperative of professionalism



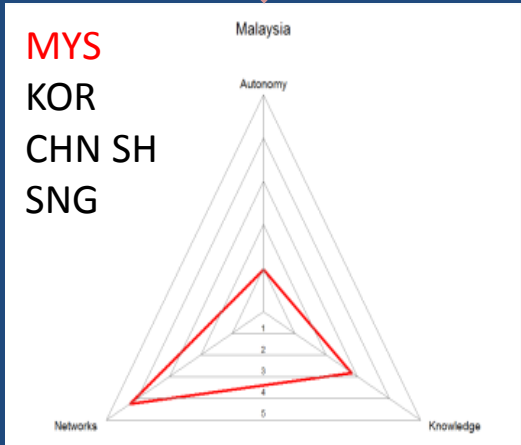
TALIS teacher professionalism index



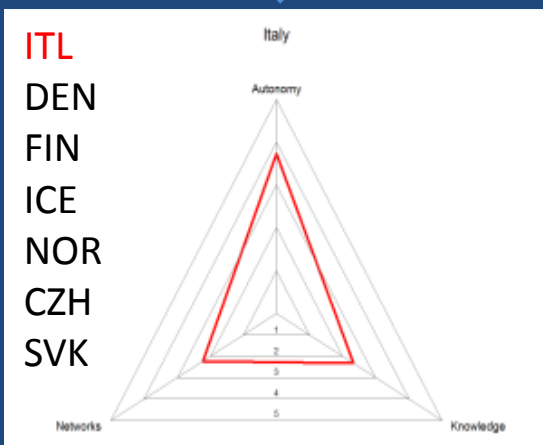
But don't focus on the ranking!

Models of teacher professionalism is what is interesting for policy...

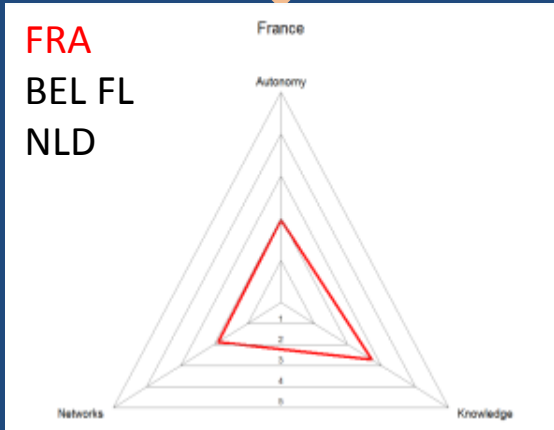
High Peer Networks/
Low Autonomy



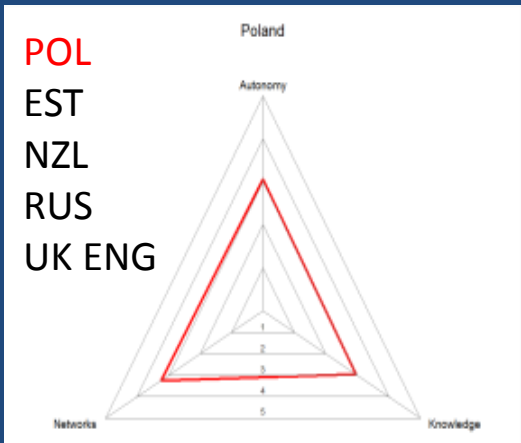
High Autonomy



Knowledge Emphasis



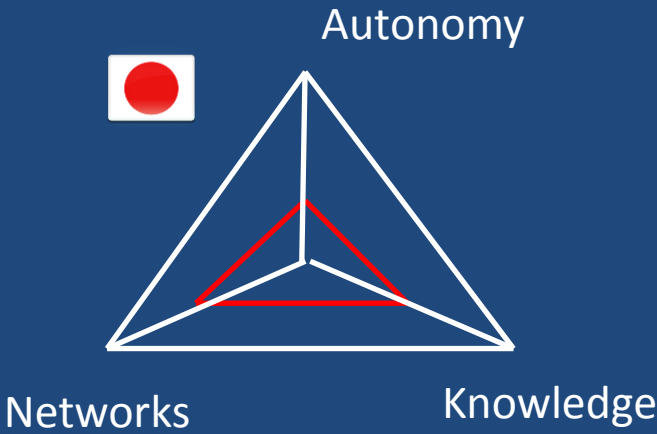
Balanced Domains/
High Professionalism



Balanced Domains/
Low Professionalism

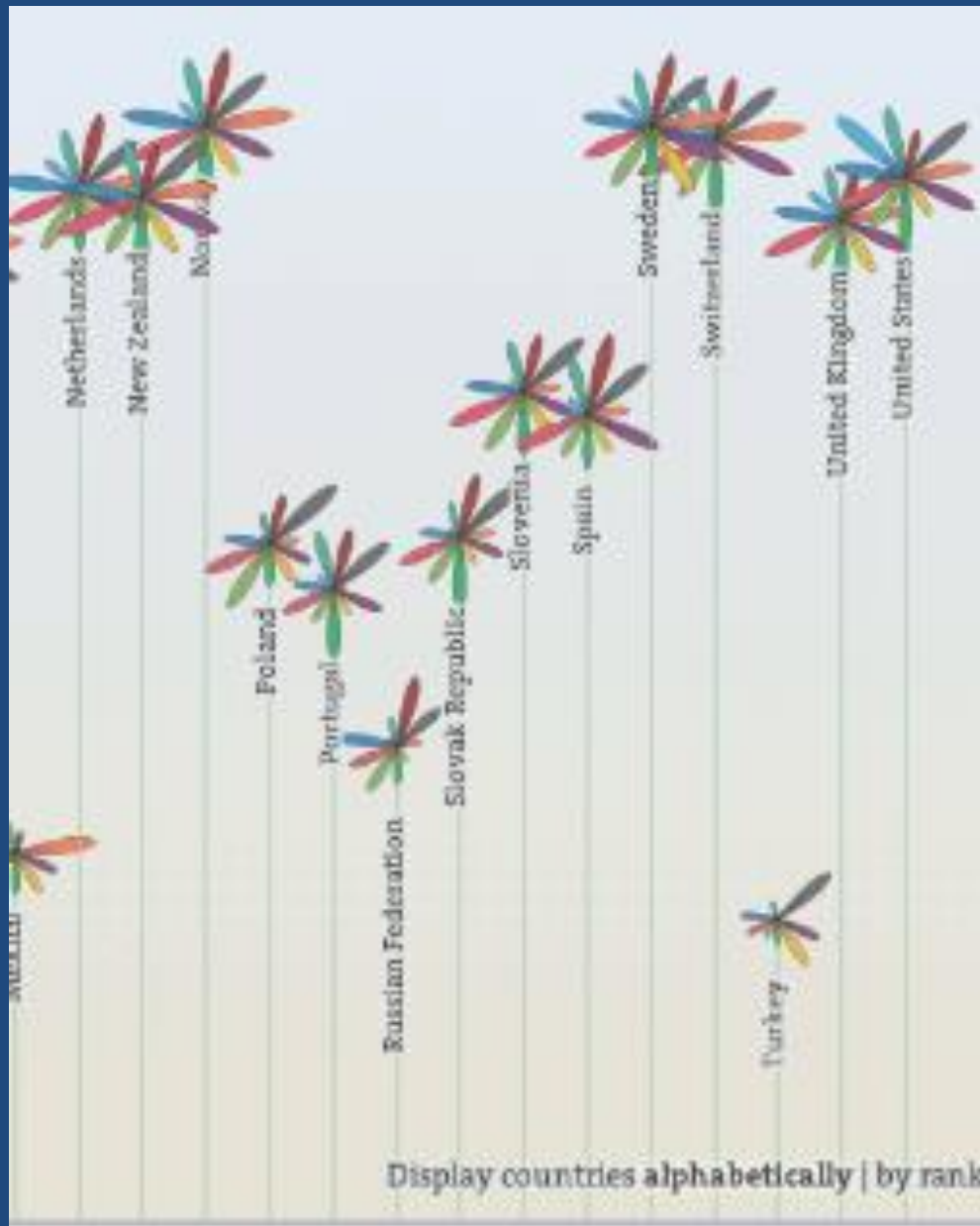


Japan



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- **OECD mostly known for comparative statistics and economic analyses/forecasts**
 - Often perceived as neoliberal organisation
- **But its emphasis has shifted since turn of the Century**
 - 2000s: Growth of work in new policy areas: Health, Education, Environment, Tax evasion, Migration...
 - 2011: OECD Better Life Index
 - 2012: Inclusive growth initiative and launch of New Approaches to Economic Challenges
 - Now focused on Well-being – including Teachers' ...



Create Your Better Life Index

Rate the topics according to their importance to you:

	Housing	<input type="range"/>
	Income	<input type="range"/>
	Jobs	<input type="range"/>
	Community	<input type="range"/>
	Education	<input type="range"/>
	Environment	<input type="range"/>
	Civic Engagement	<input type="range"/>
	Health	<input type="range"/>
	Life Satisfaction	<input type="range"/>
	Safety	<input type="range"/>
	Work-Life Balance	<input type="range"/>

[Reset](#) [Help](#)

Overview of OECD work on teachers, teaching and learning...

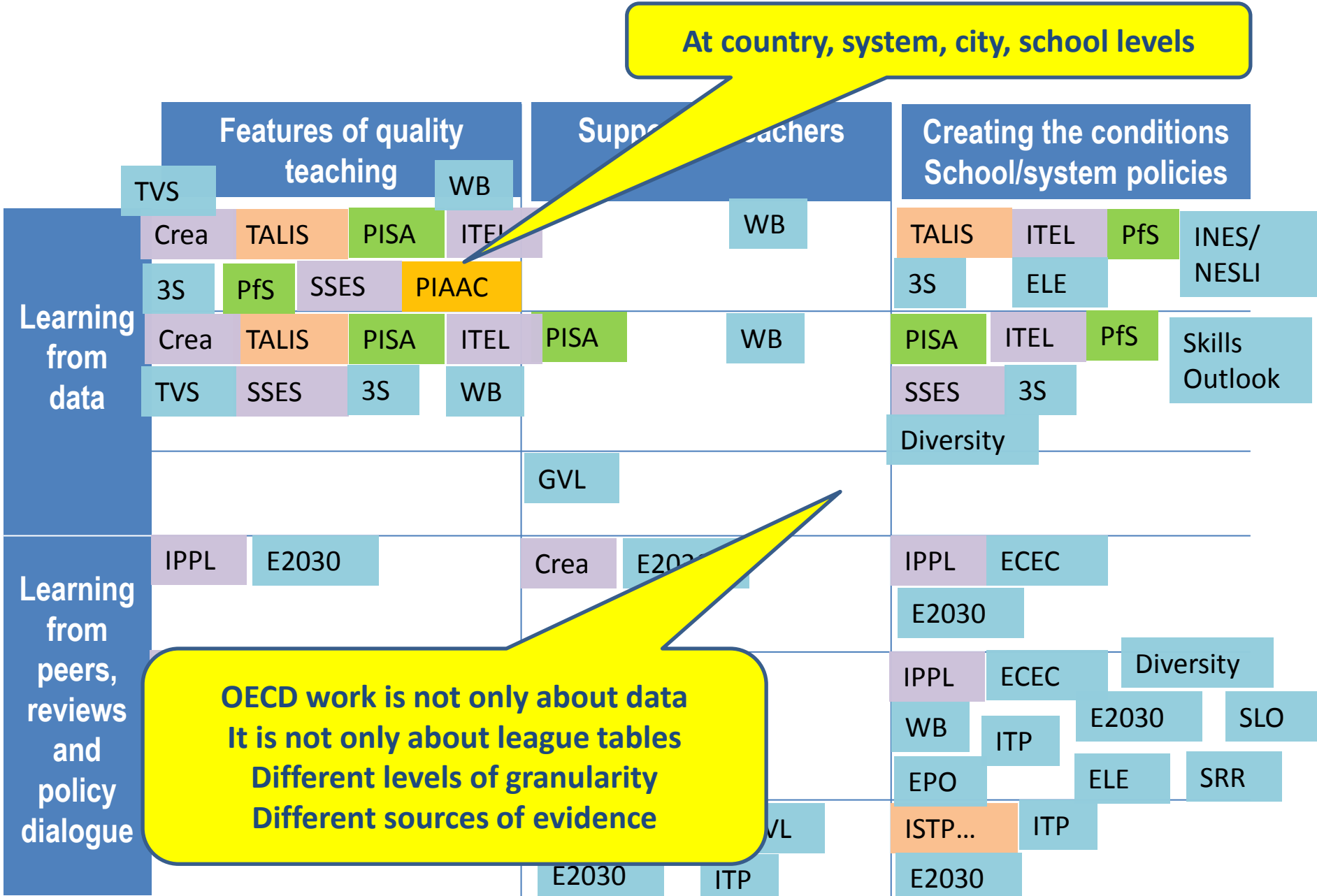
- **OECD work on teachers, teaching and learning is centred around 3 key objectives**
 - Understanding of the features of quality teaching to enable children thrive in tomorrow's world
 - Supporting teachers to deliver quality teaching
 - Developing school- and system-level policies that create the conditions for effective teaching and learning

Organising framework for OECD work on TTL...

3 strands of work corresponding to each objective

2 broad methodological approaches	Understanding the features of quality teaching	Supporting teachers to deliver quality teaching	Developing school- and system-level policies to create the conditions
Learning from data		And 3 types of outputs	
Learning from peers, reviews and policy dialogue		Data/instrument development Analytical reports Knowledge mobilisation	

Organising framework for OECD work on TTL...



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5 common curriculum redesign issues...

A framework for 2030 learning (aspirational skills)

A curriculum content mapping exercise (diagnosis tool) to inform curriculum redesign



1. Managing time lag between future demands and today's curriculum



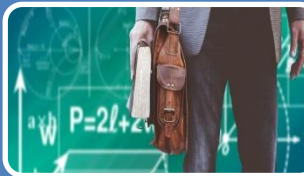
2. Curriculum overload



3. Quality of contents (focus, rigor, coherence)



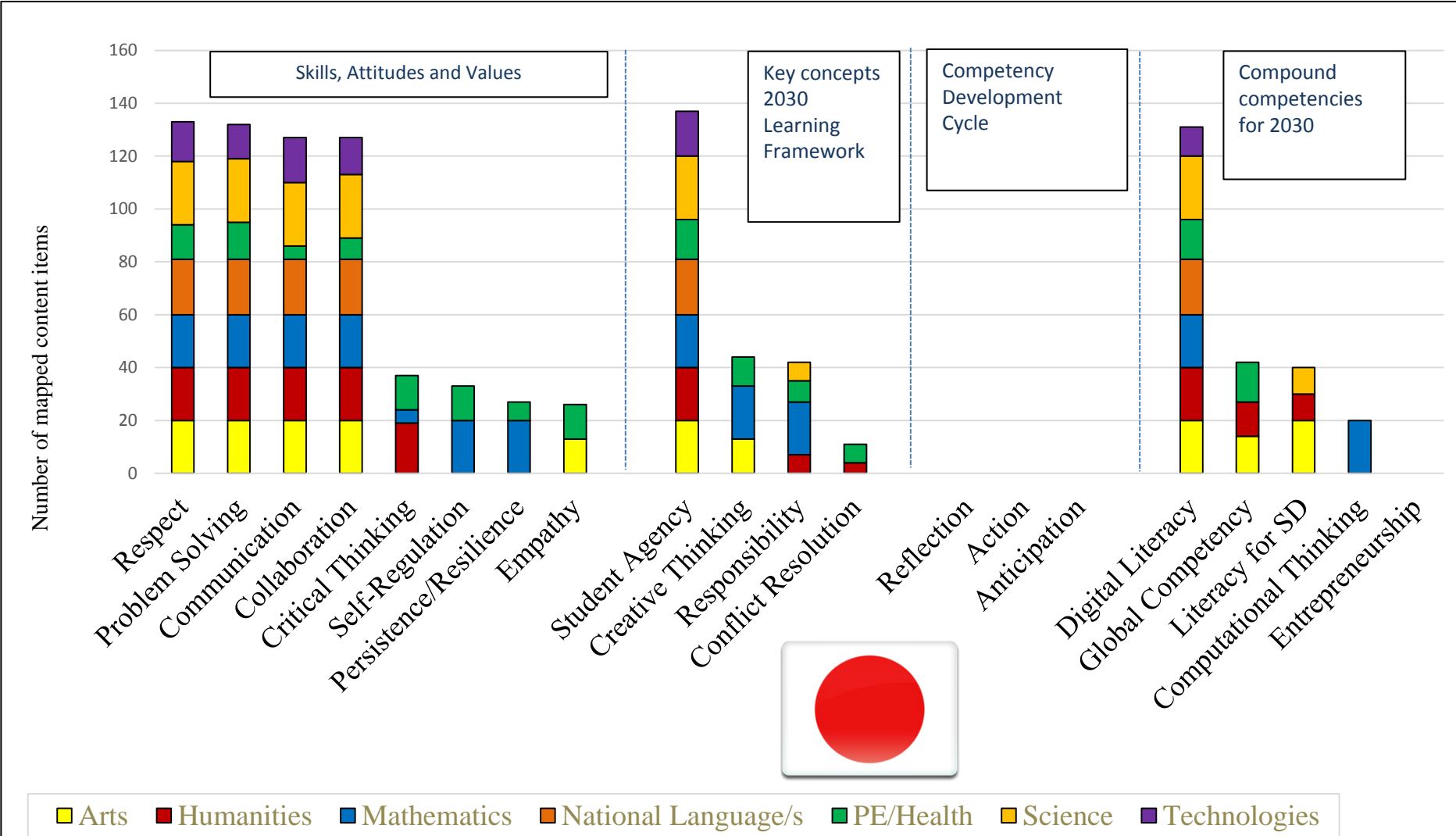
4. Ensuring equity and quality



5. Planning for effective implementation and assessment

Some of the new demands are accommodated in current curriculum, others are less articulated/explicit

Current curriculum and 2030 aspirations : preliminary findings of mapping exercise
Main target competencies by learning areas (ISCED 2, Japan)

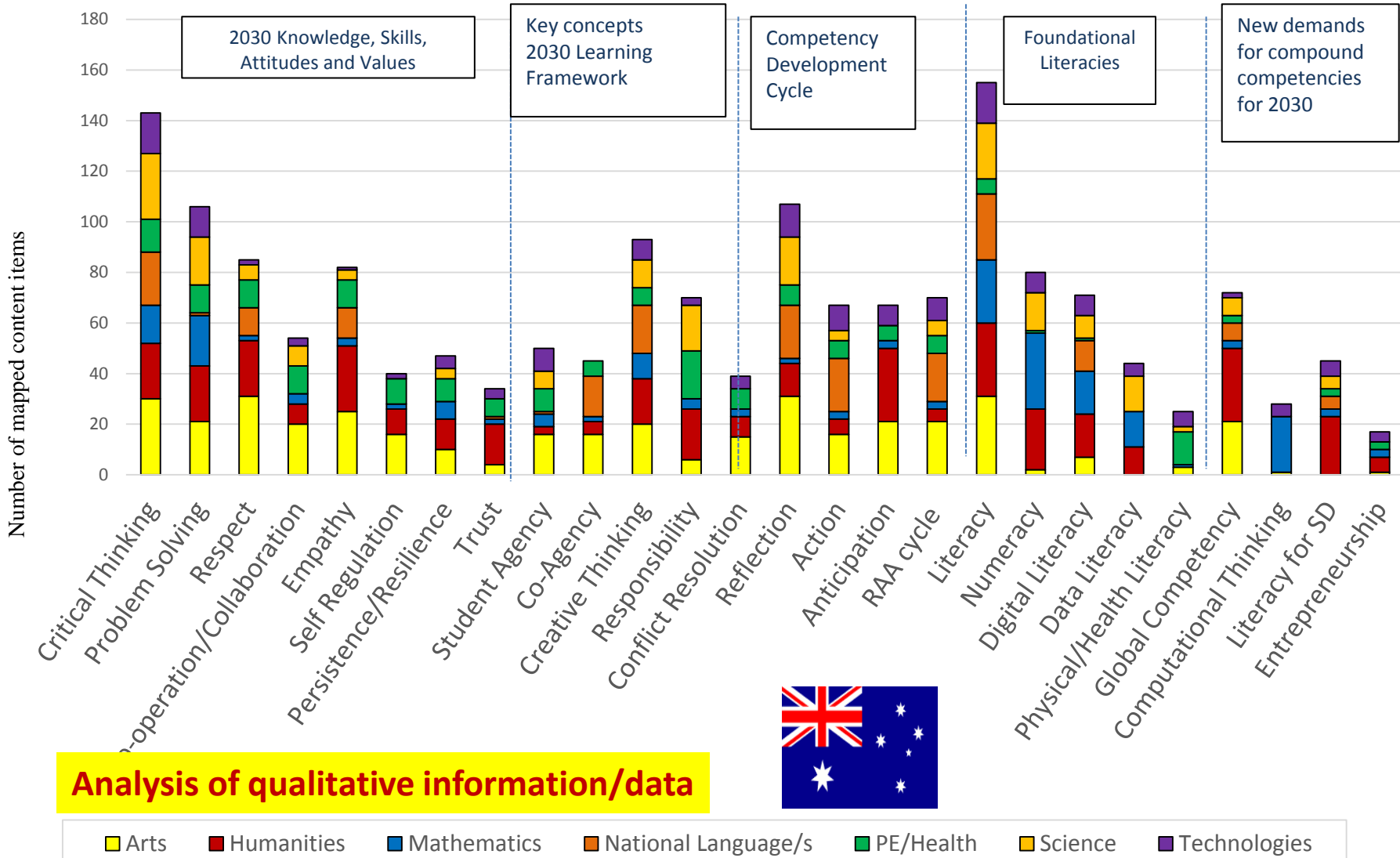


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current curriculum, others are less articulated/explicit

Current curriculum and 2030 aspirations : preliminary findings of mapping exercise

Main target competencies by learning areas (ISCED 2, Australia)

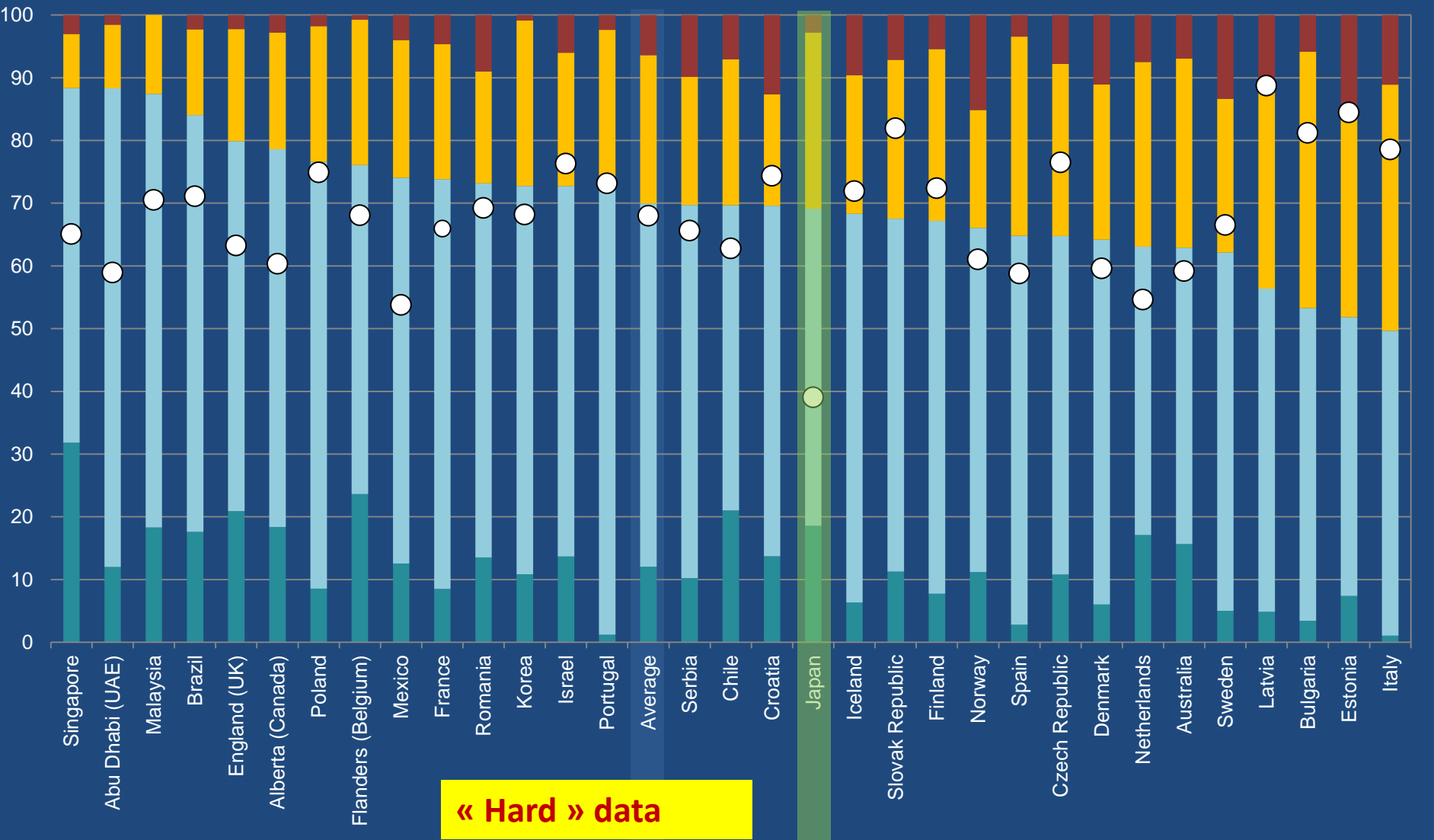


30% of teachers in Japan will retire over the next 15 years

Getting ITP right is thus critical for their replacement

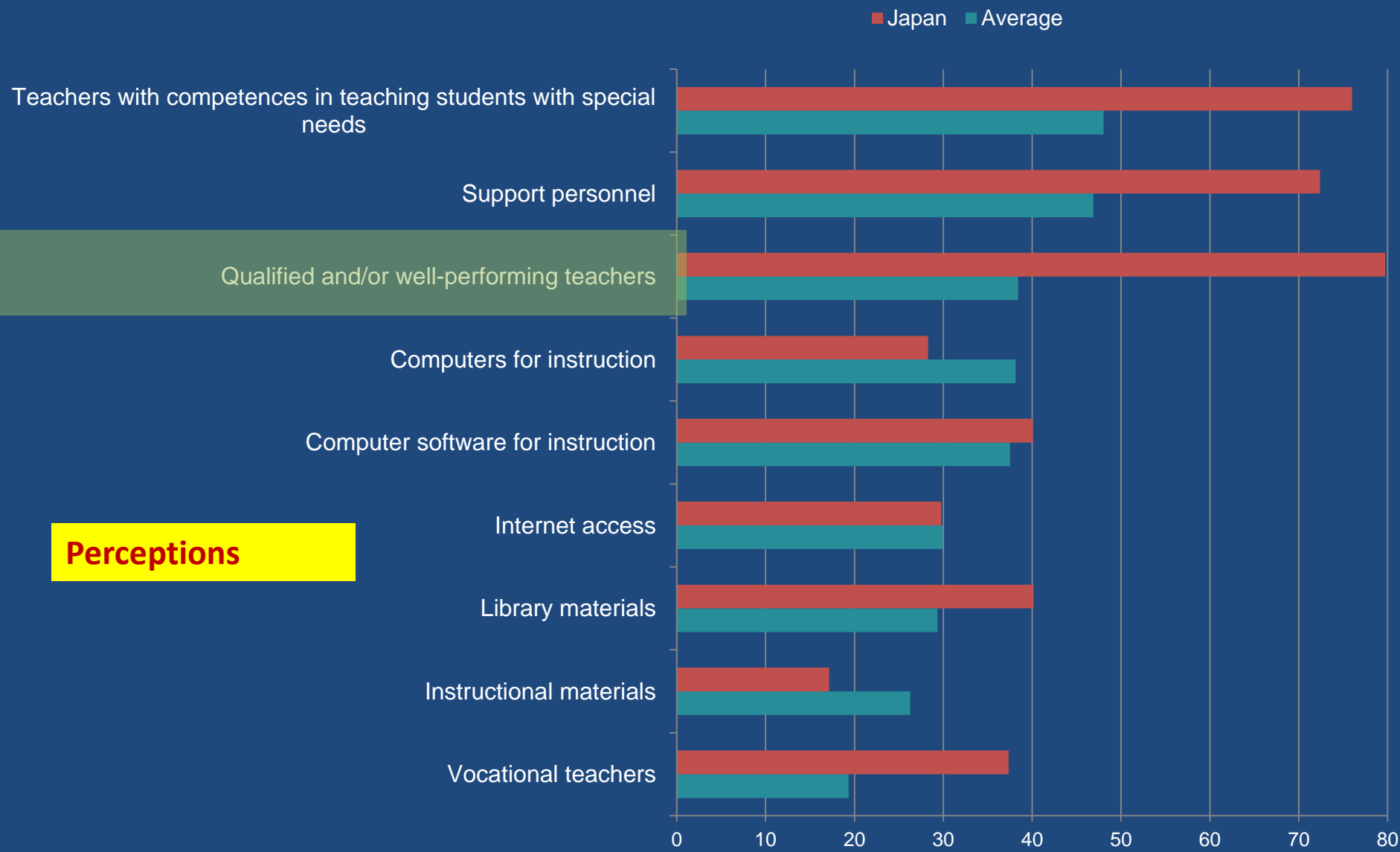
Percentage of female teachers in lower secondary and their age

Under 30 years 30-49 years 50-59 years 60 years or more Female

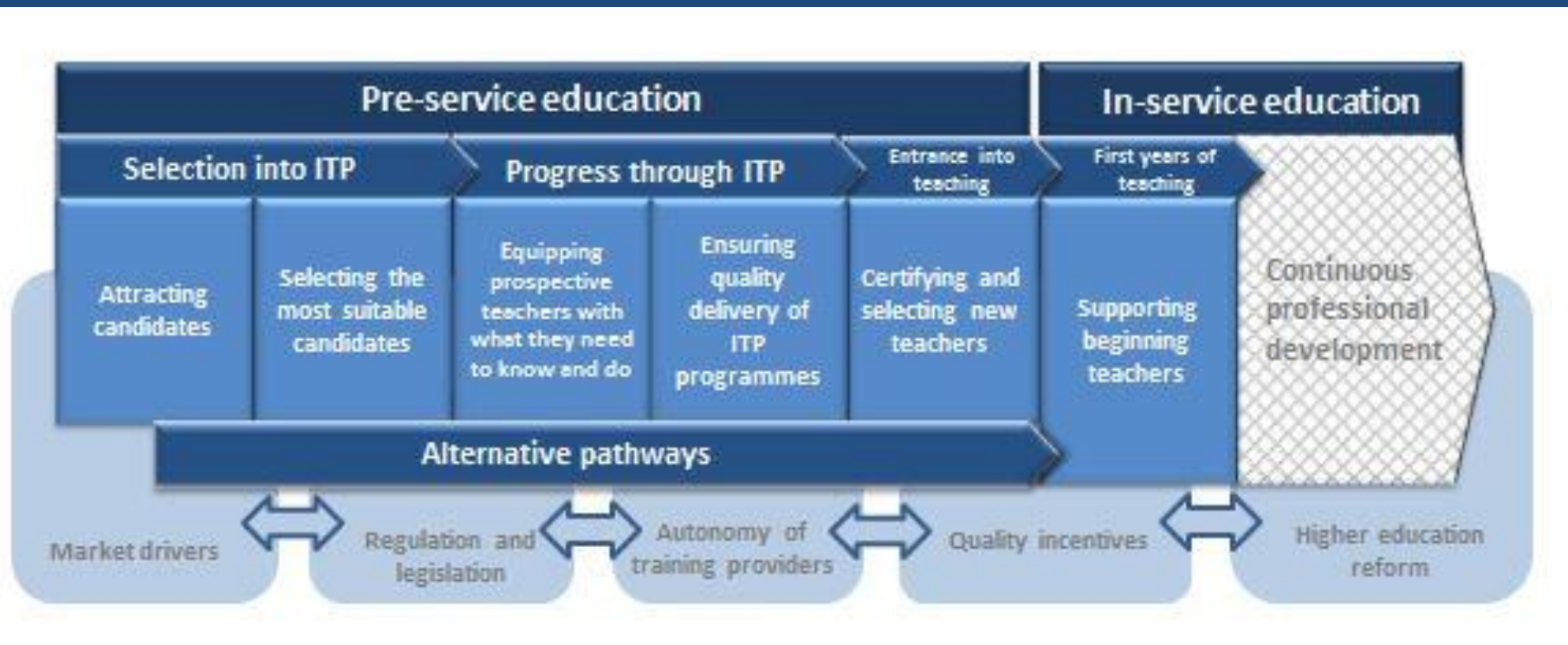


Principals' views on the lack of resources hindering the school's capacity to provide quality instruction

Percentage of lower secondary teachers whose school principal reports the following issues substantially hinder the school's capacity to provide quality instruction



- ITP Study Conceptual framework – Teacher Education Pathway Model



Collection and analysis of multiple sources of information to combine them into evidence: data, research literature, case studies, interactions with multiple stakeholders...

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Policy impact – feedback from TALIS country delegates and International Summit on the Teaching Profession

- **Japan**
 - **TALIS 2013 had a big impact on policy-making – a kind of TALIS shock**
 - Realize “School as a Team” (...) with collaboration and cooperation by teachers
 - Review/rebuild teacher training, recruitment, and further development systems to secure teachers who continue to learn autonomously
 - Establish ed. environments to enhance individualized education/active learning
- **Finland**
 - Teacher training development programmes (...) including also induction & mentoring
 - **Acting for a change of culture in teaching from working alone to collaboration**
- **Norway**
 - Improvements in feedback and assessment were made as a result of TALIS
- **UK (England)**
 - **Immediate positive impact of TALIS on the debate on teachers workload, allowed a more informed discussion on teaching and working time**
 - Also impacted other policy areas, showed **strengths of system & areas of weakness**



Find out more about TALIS at www.oecd.org/talis

- All national and international publications
- The complete micro-level database

Email: Karine.Tremblay@oecd.org