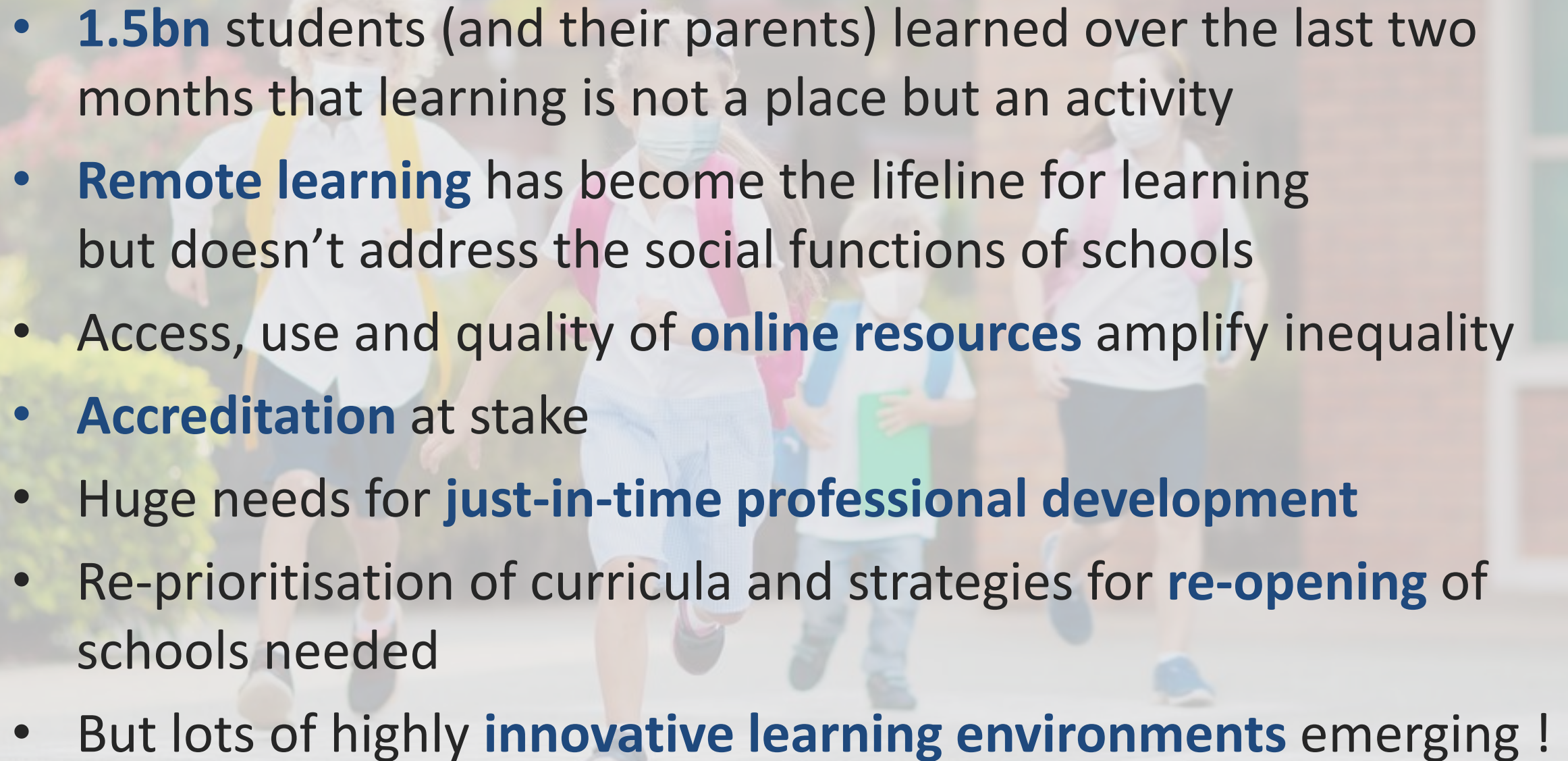




# **Schooling disrupted – schooling rethought**

**Teacher professionalism in the time of the pandemic**

Durham, 23 June, Andreas Schleicher

- 
- **1.5bn** students (and their parents) learned over the last two months that learning is not a place but an activity
  - **Remote learning** has become the lifeline for learning but doesn't address the social functions of schools
  - Access, use and quality of **online resources** amplify inequality
  - **Accreditation** at stake
  - Huge needs for **just-in-time professional development**
  - Re-prioritisation of curricula and strategies for **re-opening** of schools needed
  - But lots of highly **innovative learning environments** emerging !

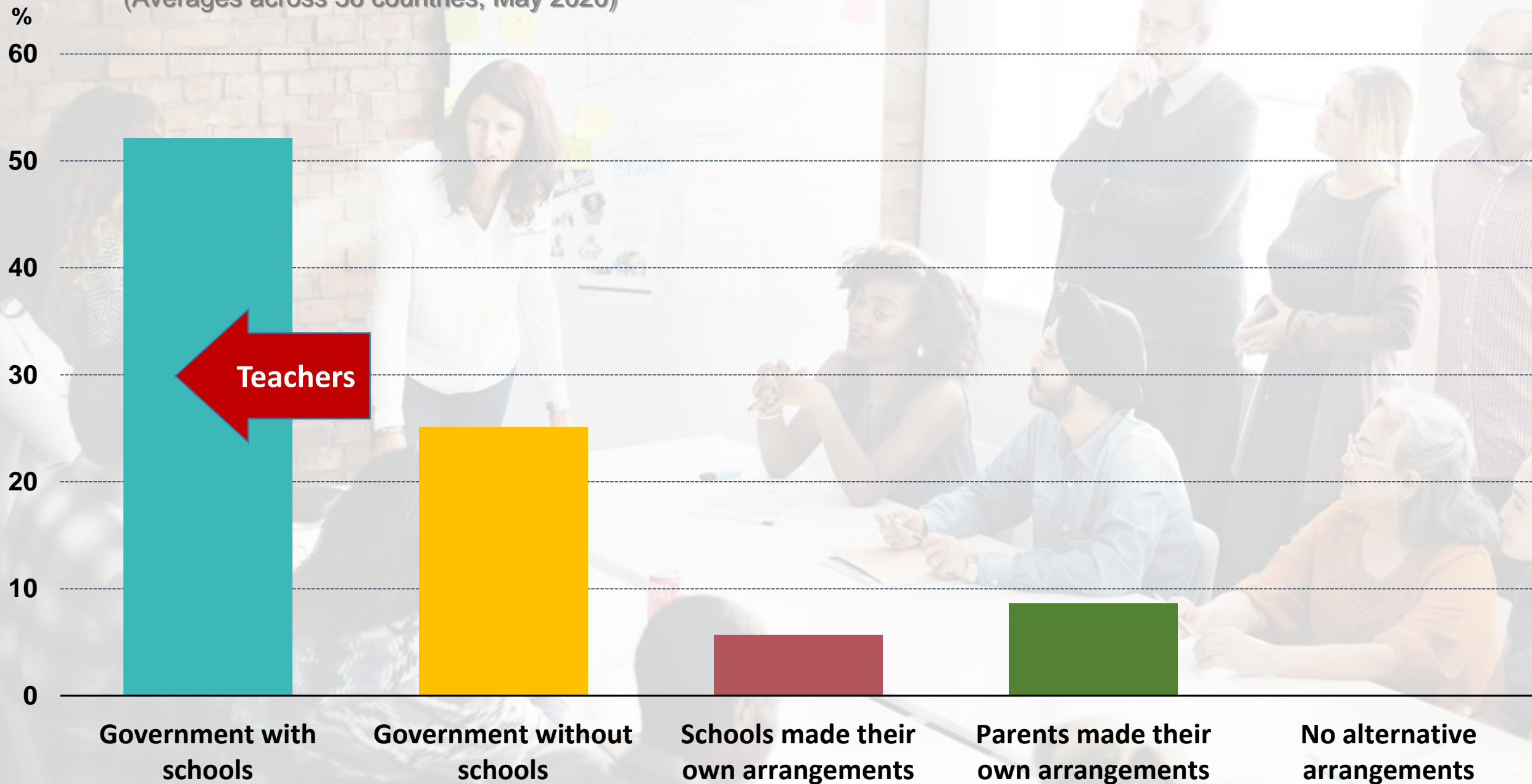




**Working together**

# Stakeholders involved in making alternative arrangements for education

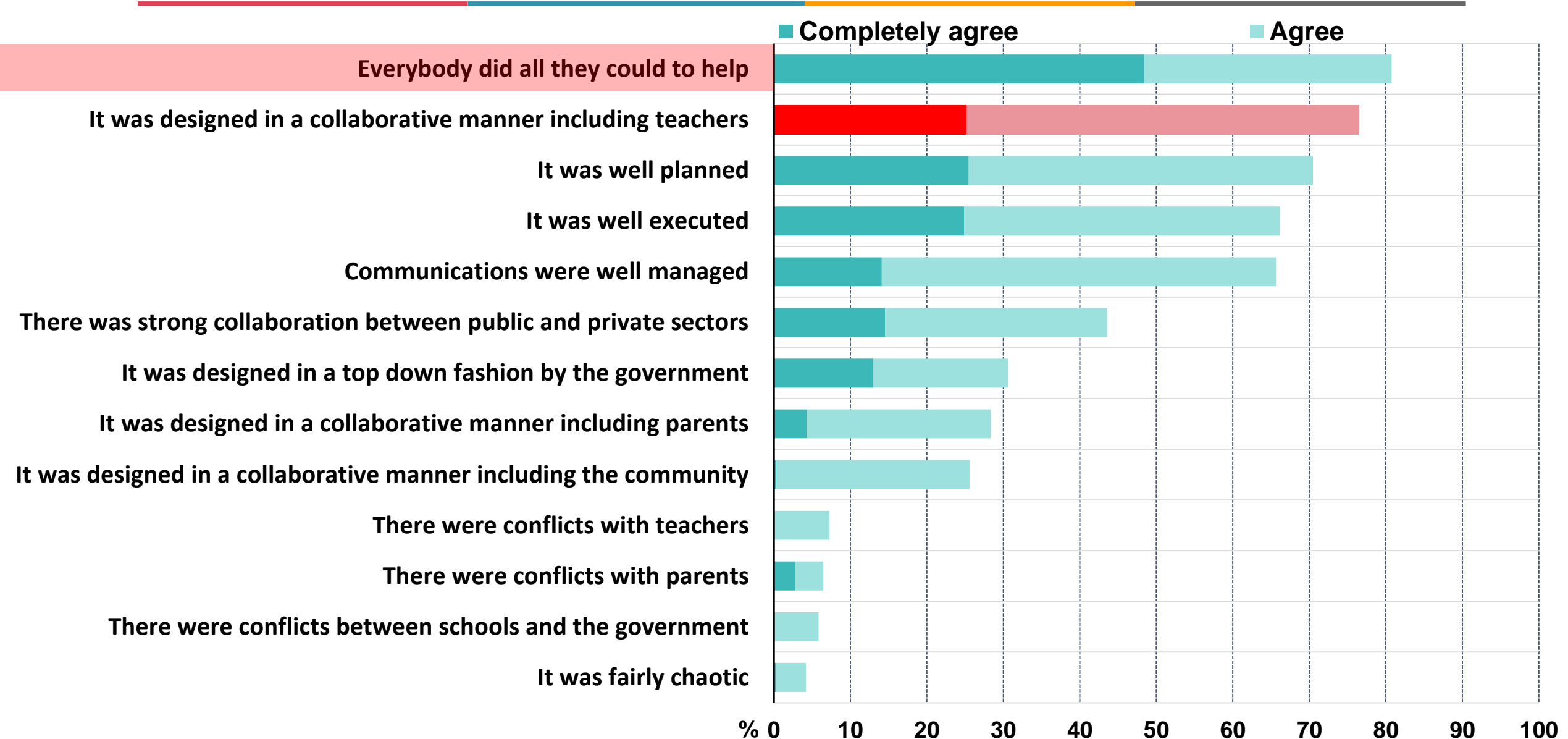
(Averages across 36 countries, May 2020)





# Evaluation of the strategy for education continuity

(Averages across 36 countries, May 2020)

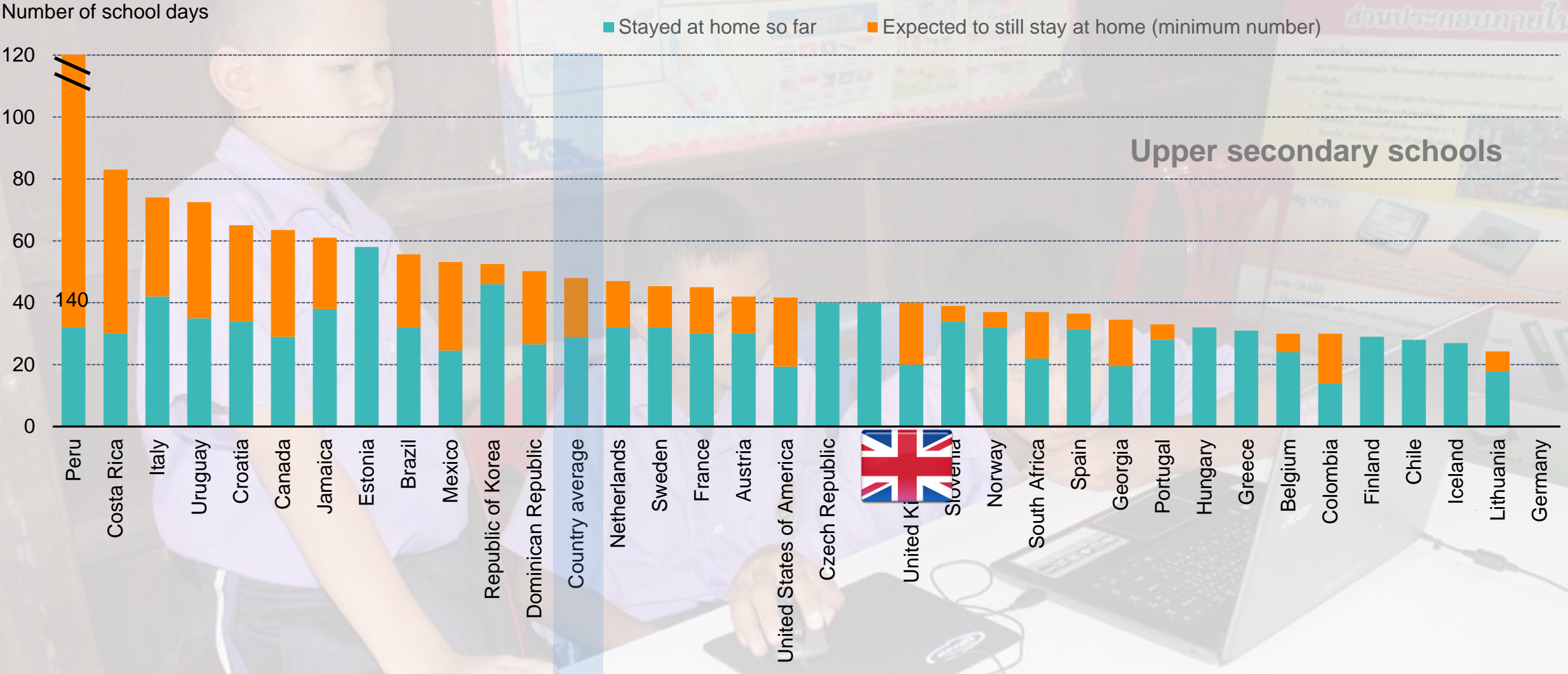




**The crisis exposed the many inequities  
in our school systems**



# Number of school days of scheduled instruction students have stayed at home so far/are expected to still stay at home\* (May 2020)

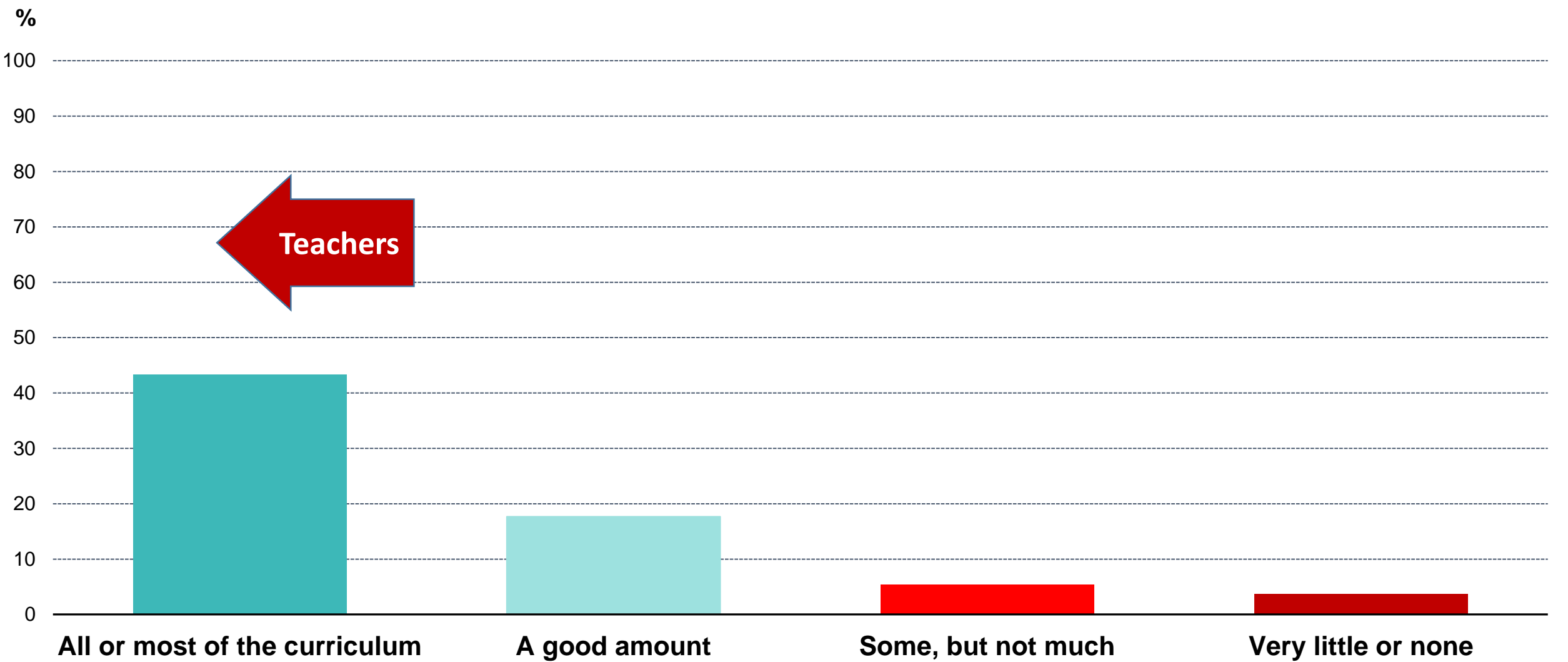


\*Excluding public and school holidays and excluding weekends

# Percentage of students who could access all or most of the curriculum

(Averages across 36 countries, May 2020)

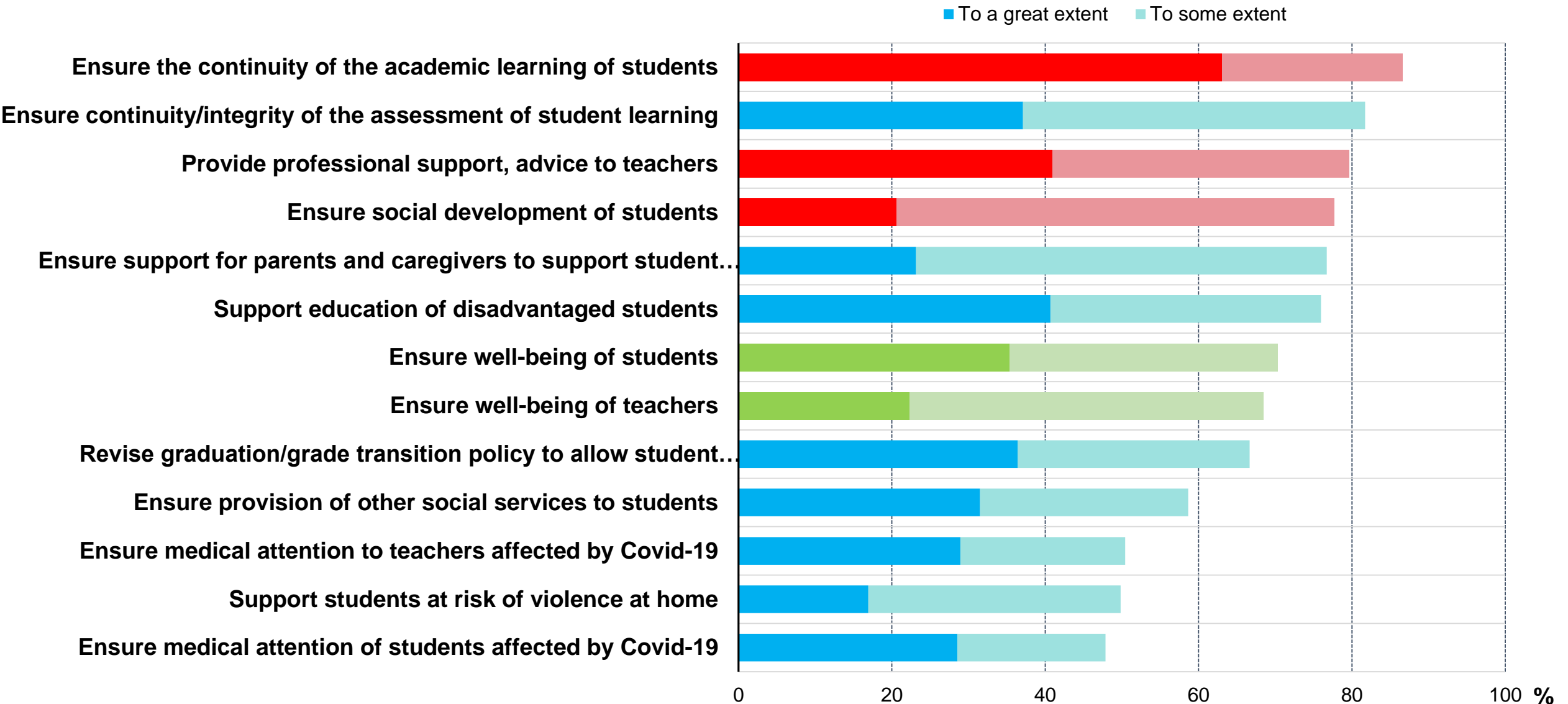
Table 6





# Focus of the strategy (Averages across 36 countries, May 2020)

Table 10



$$f(x)=3x +4$$

1

e-learning

7

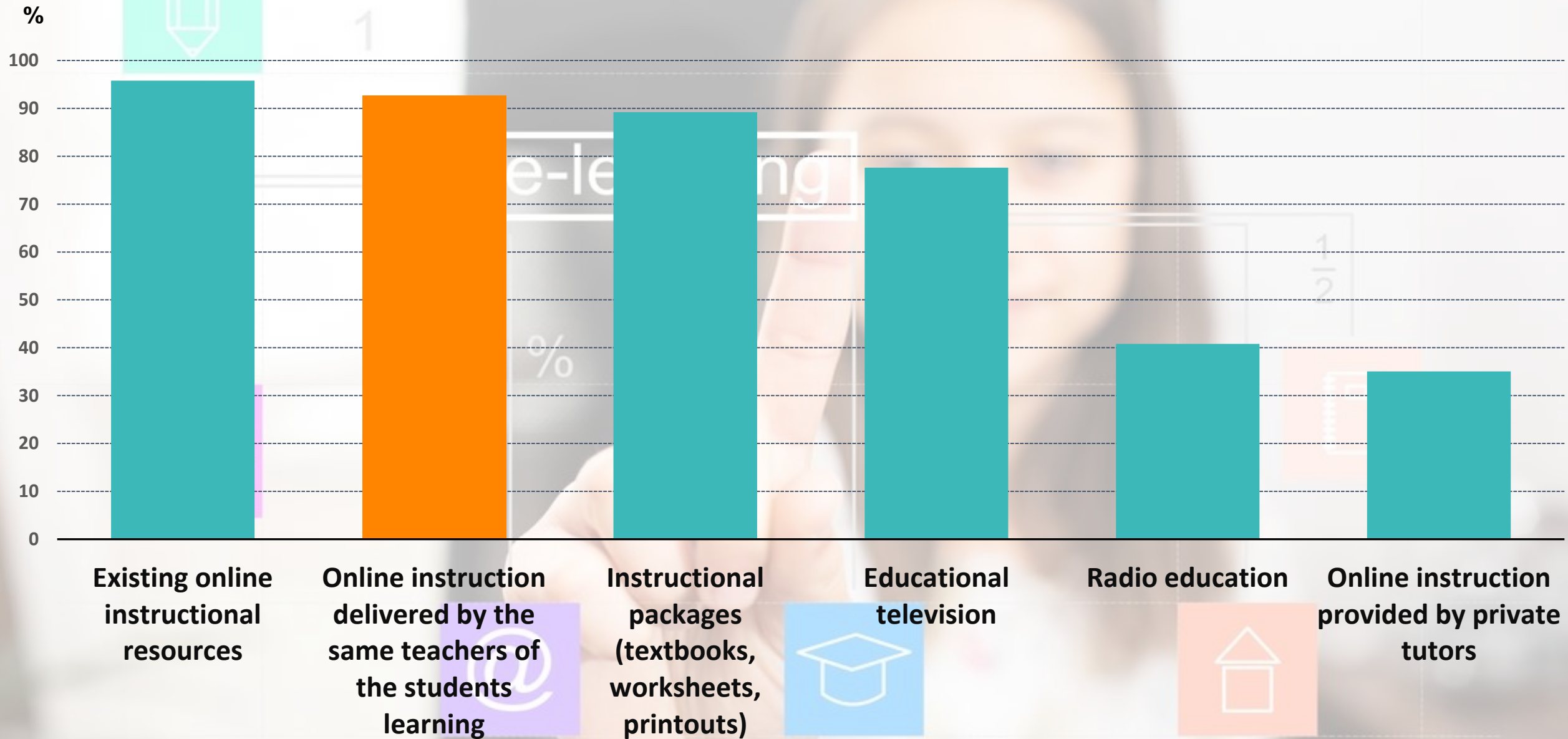
%

$\frac{1}{2}$

**Innovation and alternative arrangements**



# Instructional resources used (Averages across 36 countries, May 2020)

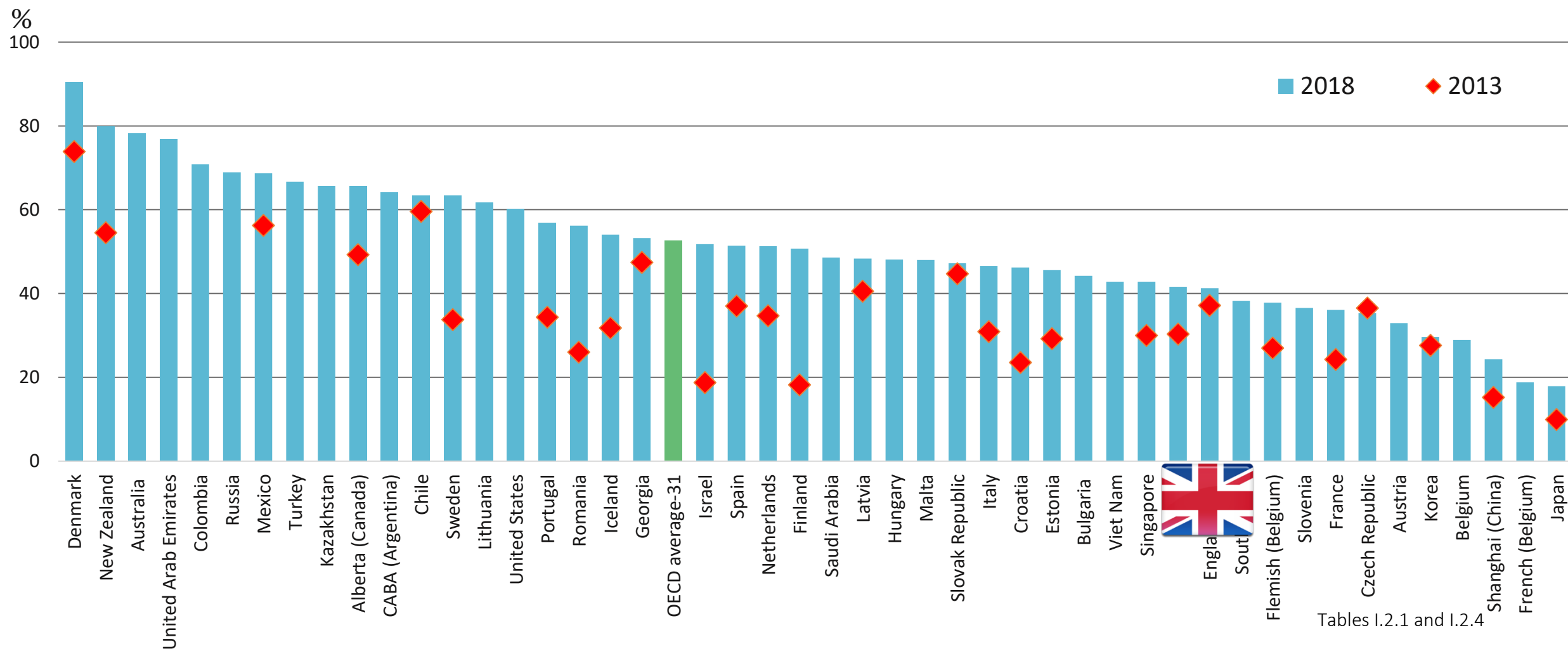




# Technology is only as good as its use (TALIS 2018)



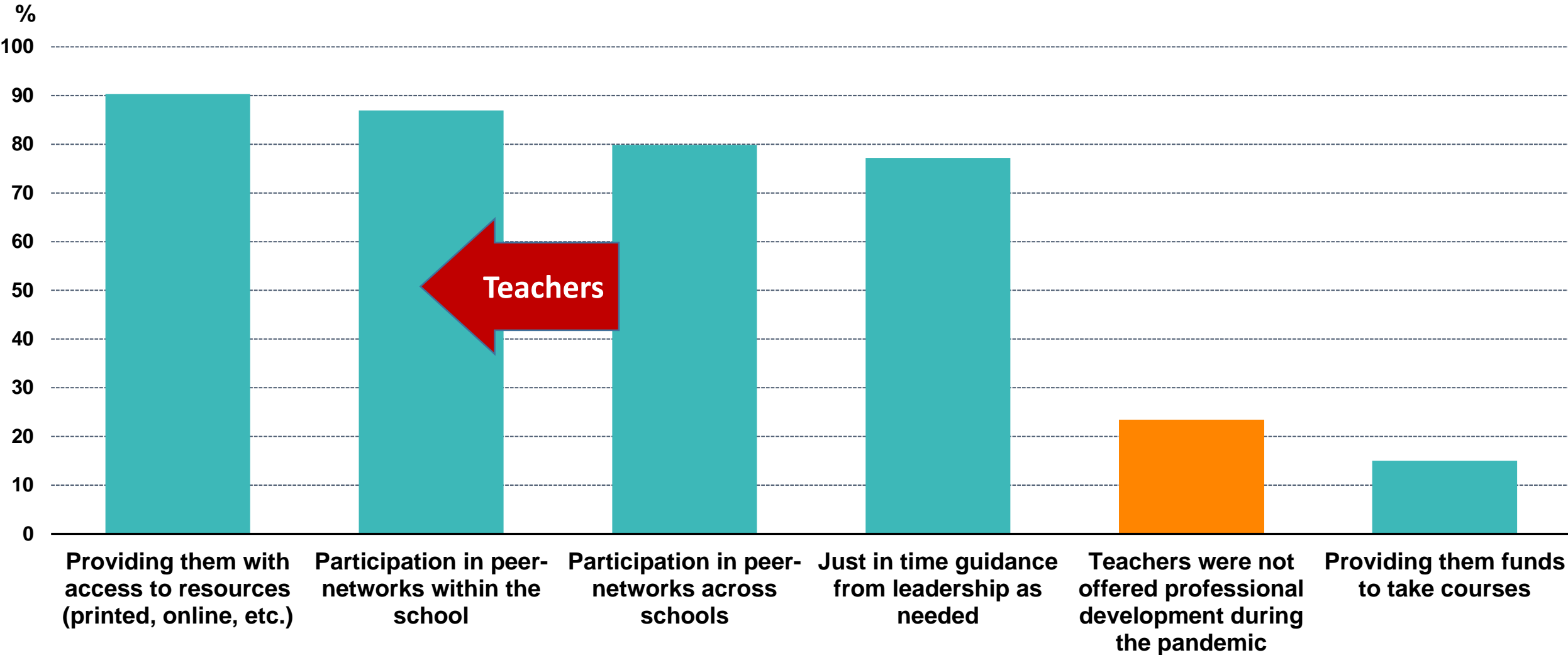
Percentage of teachers who “frequently” or “always” let students use ICT for projects or class work





# Professional development to support teachers during the strategy of education continuity (Averages across 36 countries, May 2020)

Table 11





# **Re-opening schools**

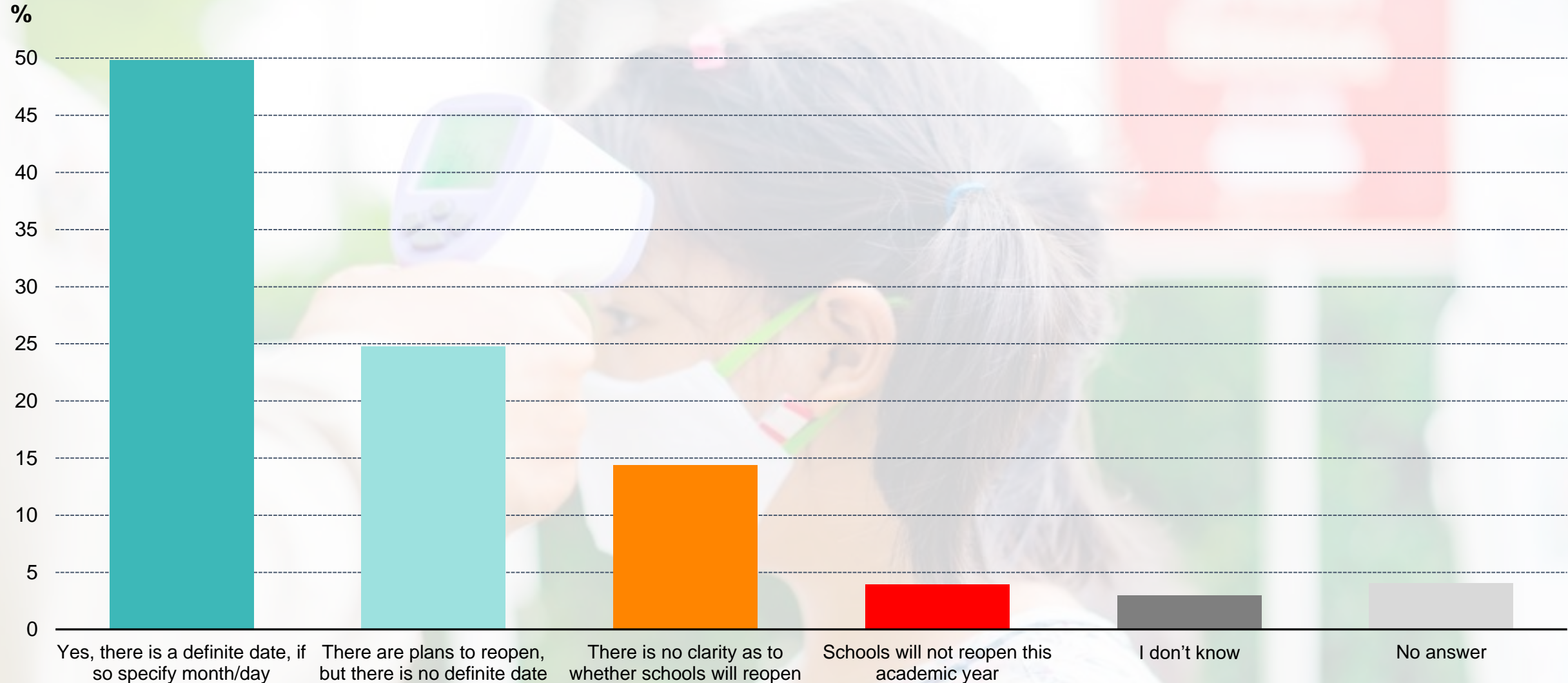
Strategies for the new normal



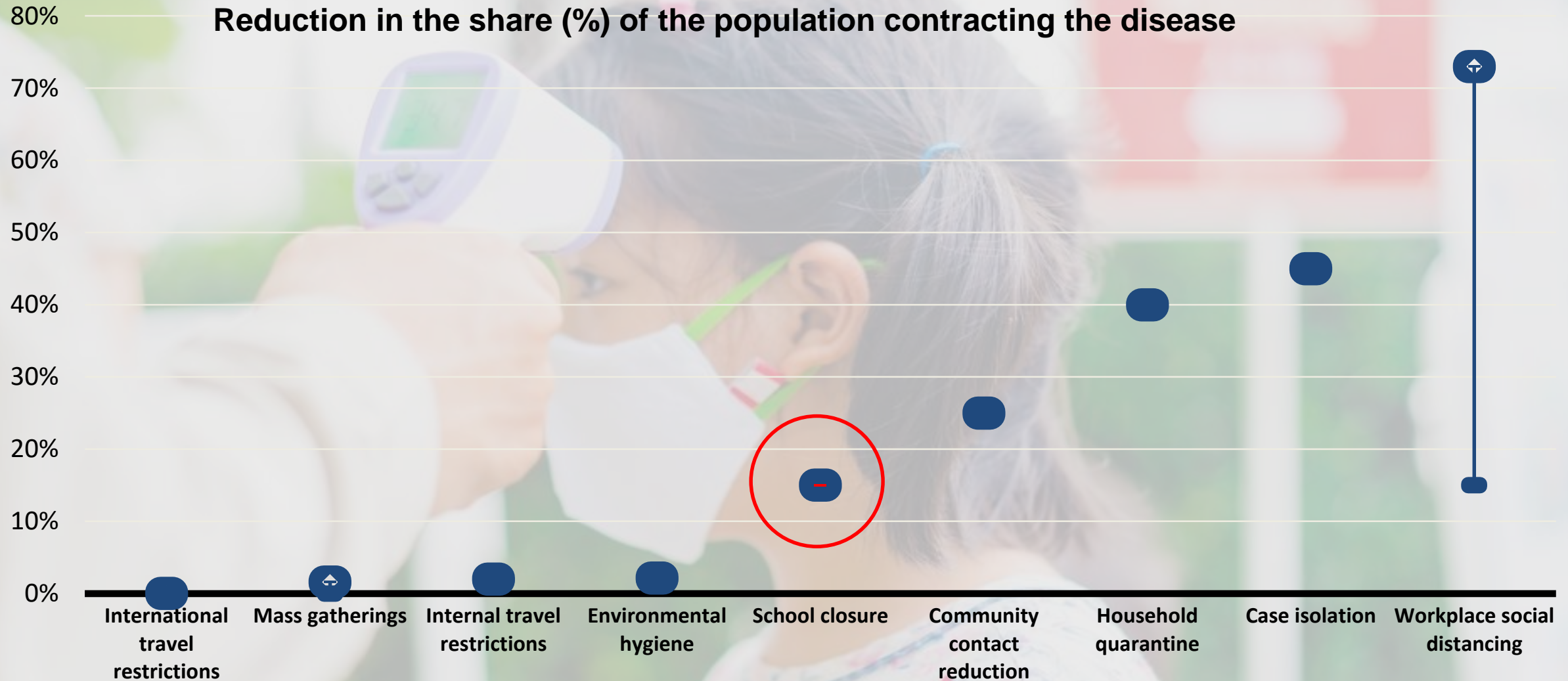
# Are there plans to reopen schools this academic year?

(Averages across 36 countries, May 2020)

Table 13



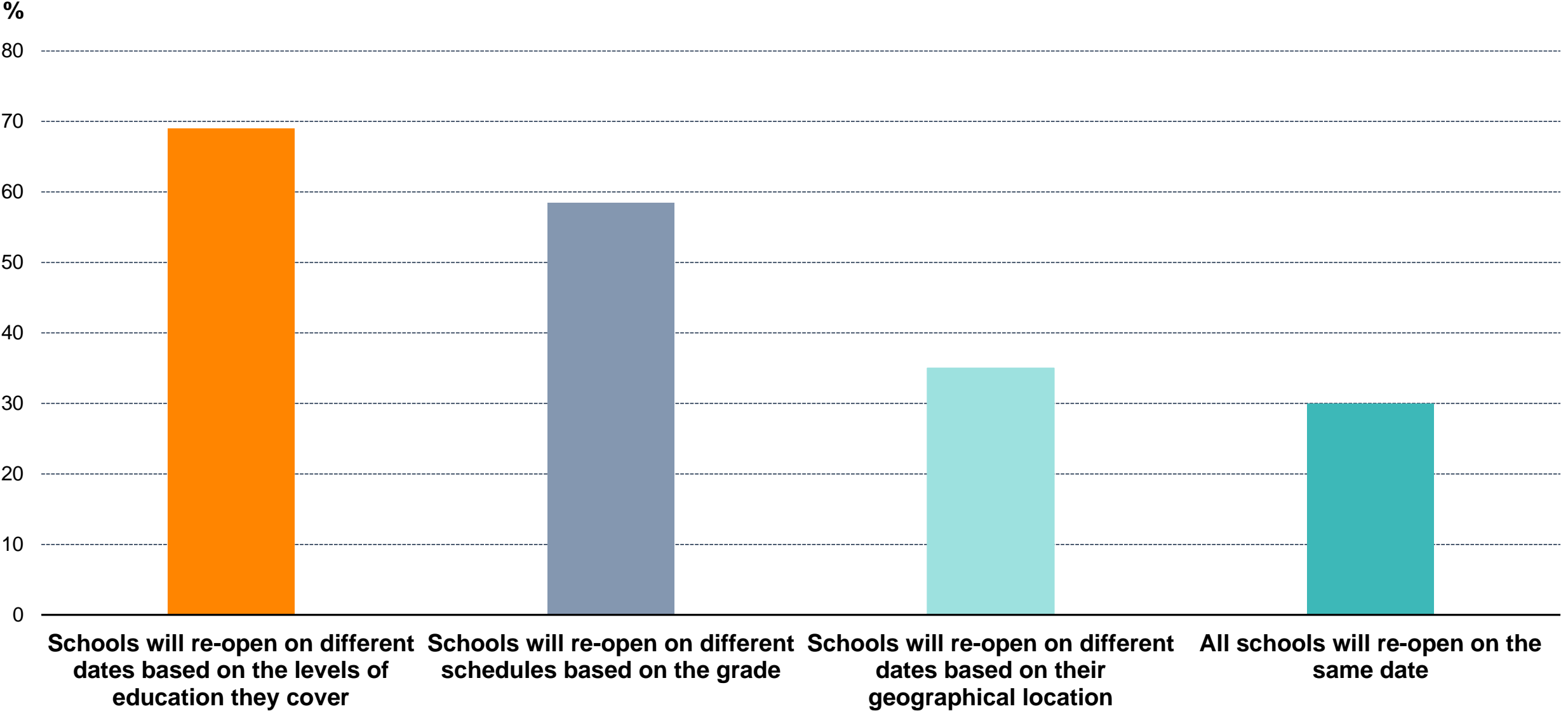
# Evidence from previous epidemics suggests school-closure can prevent < 15% of infections





# When do schools plan to reopen? (Averages across 36 countries, May 2020)

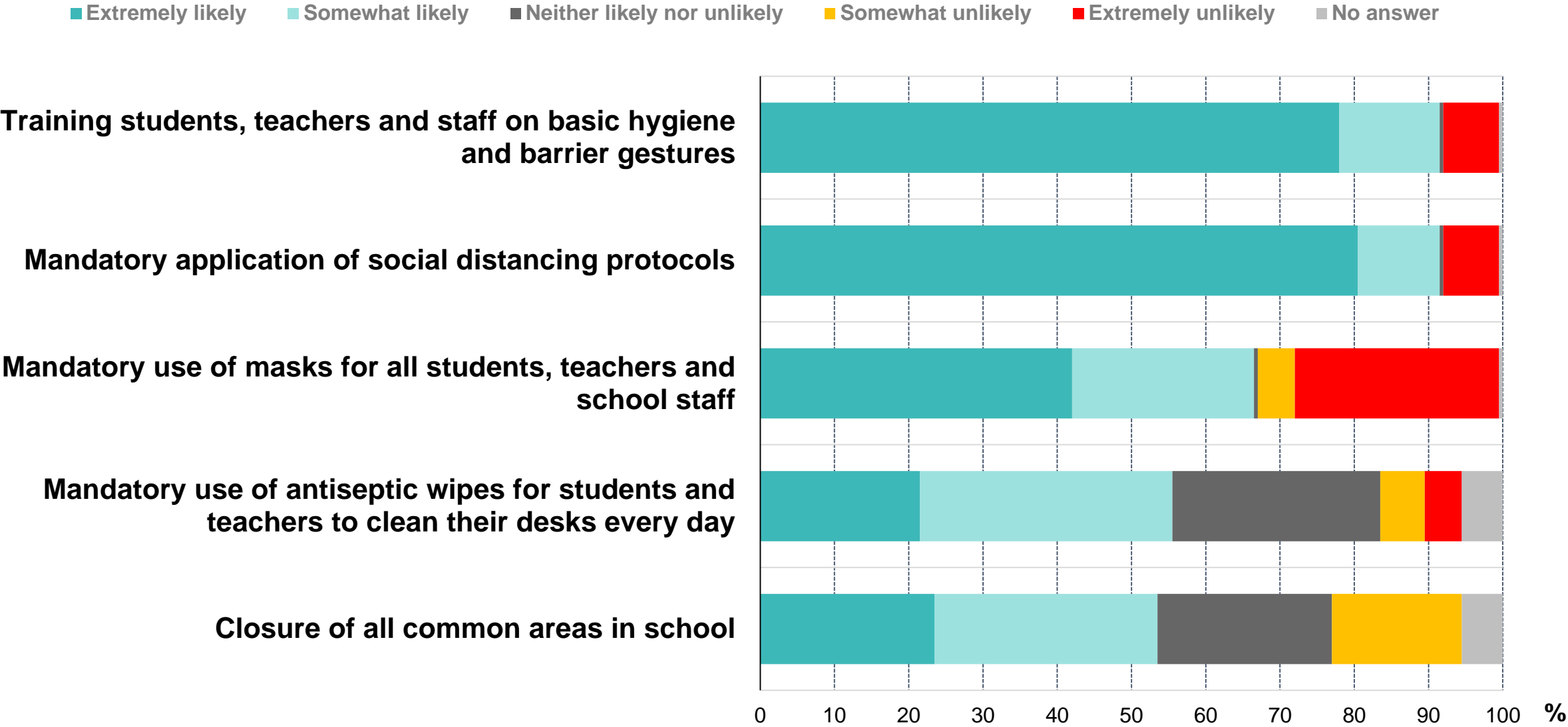
Table 16



# Health measures included in the reopening plans

(Averages across 36 countries, May 2020)

Table 22



# Can we reconcile...





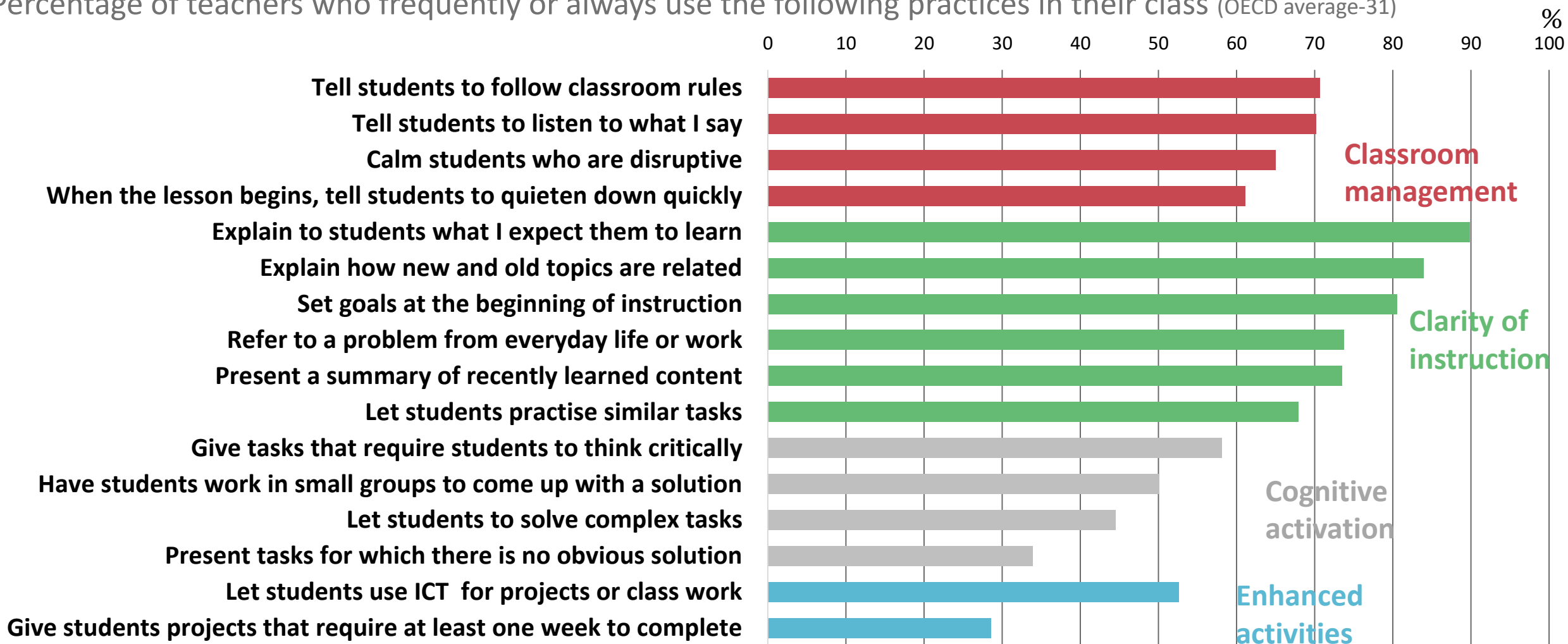


# Prevalence of pedagogical strategies (TALIS 2018)



## Teaching practices

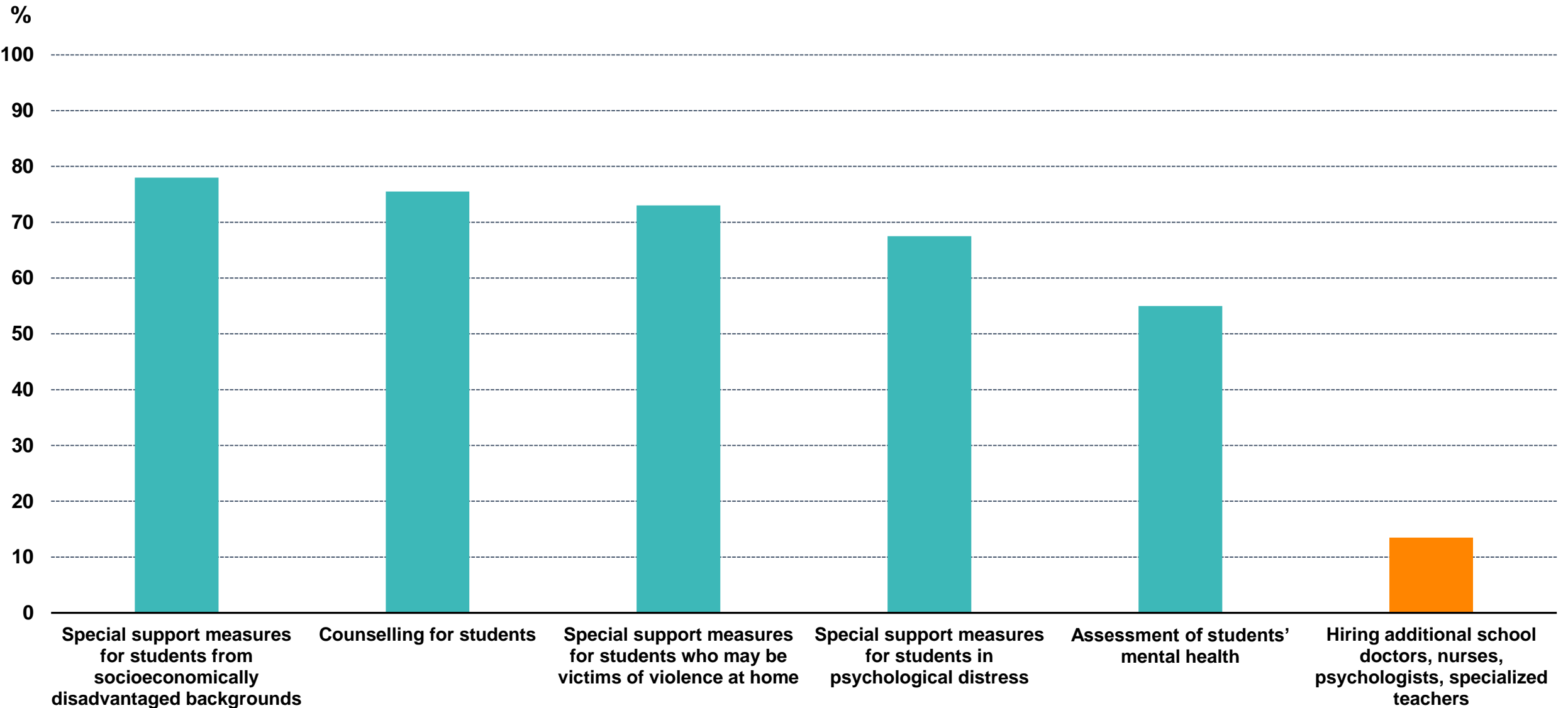
Percentage of teachers who frequently or always use the following practices in their class (OECD average-31)



# Plans to reopen to address well-being of students

(Averages across 36 countries, May 2020)

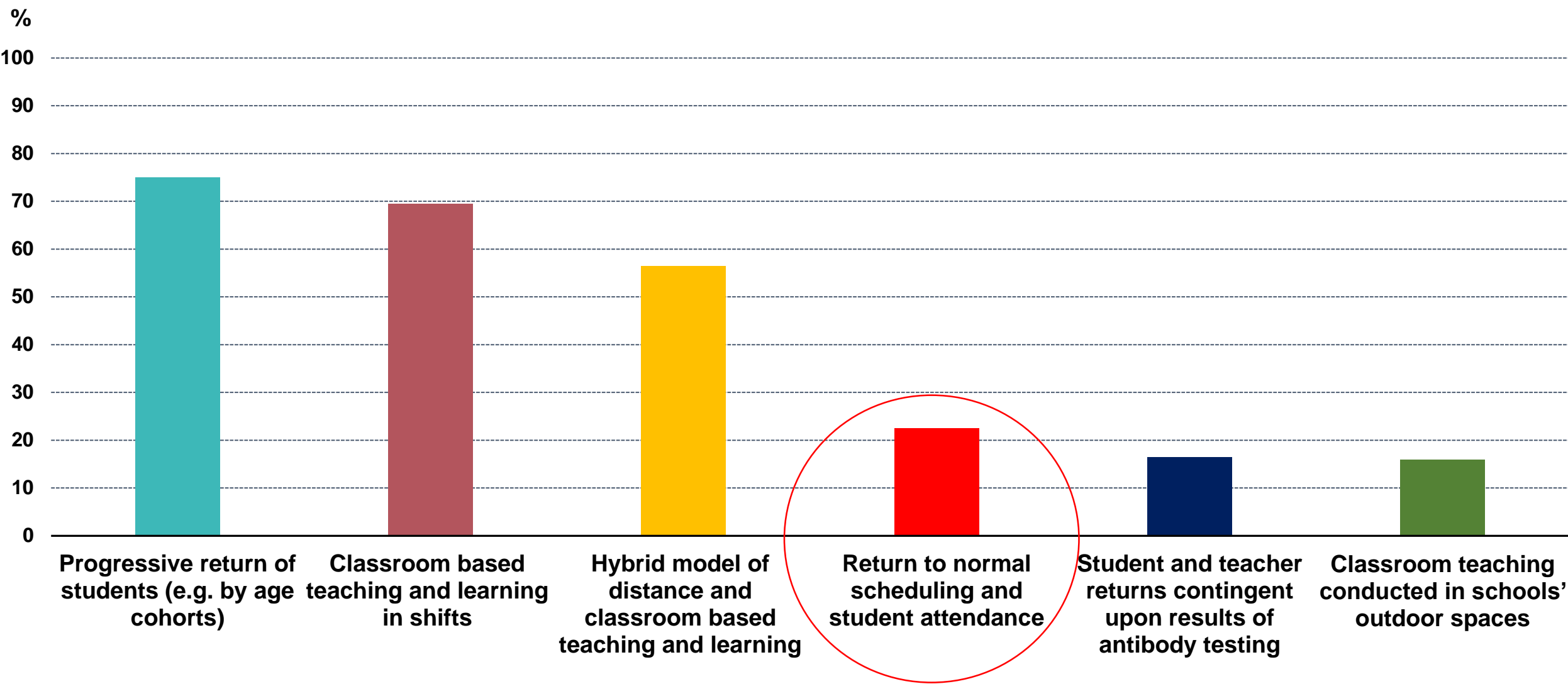
Table 19



# What strategies will be used for school reopening?

(Averages across 36 countries, May 2020)

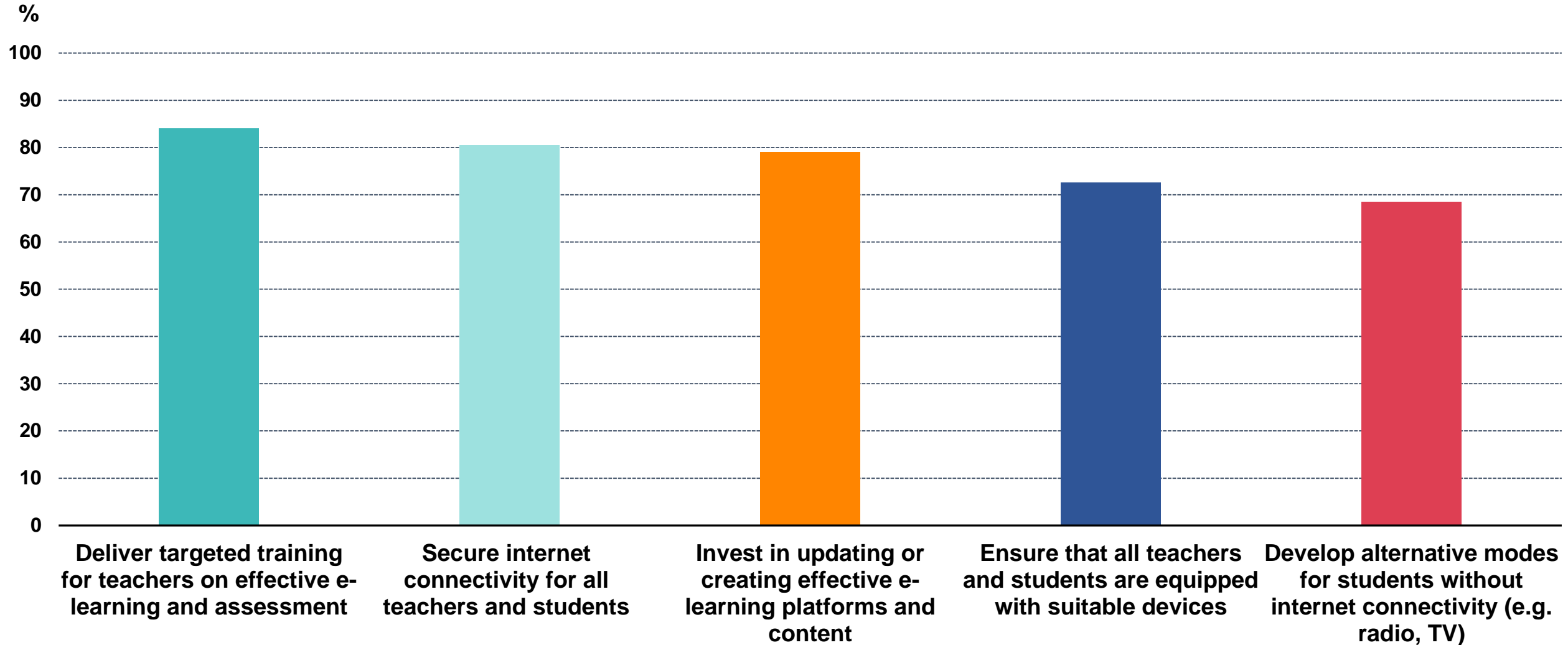
Table 17





# E-learning readiness in reopening plans

(Averages across 36 countries, May 2020)



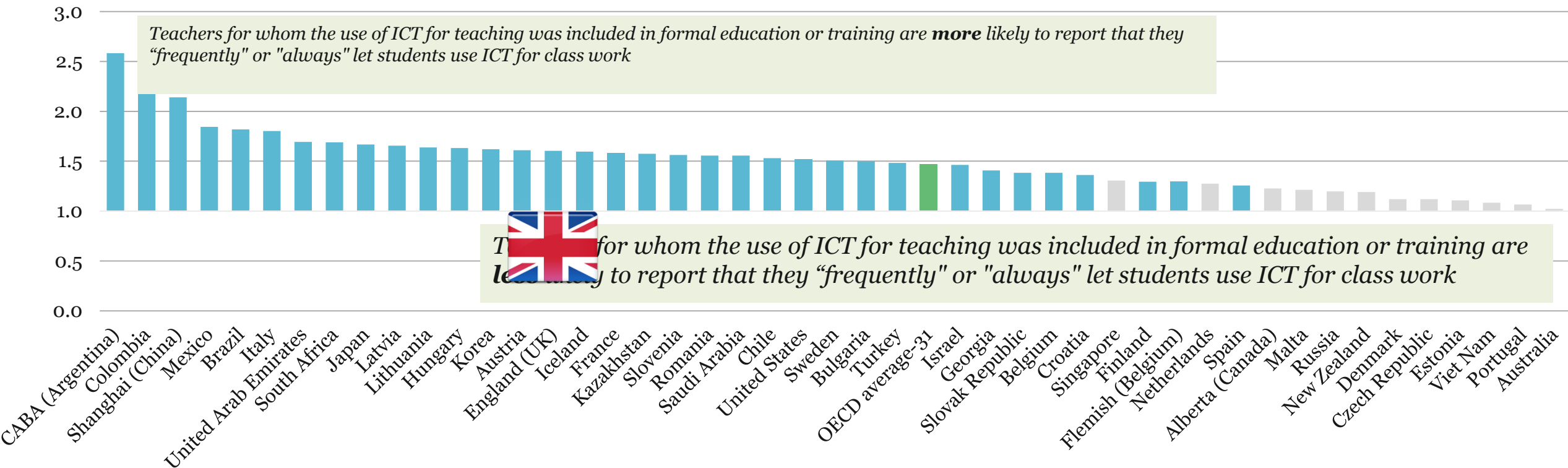


# Inclusion of ICT for teaching in initial education or training matters to use it



Likelihood of teachers reporting to “frequently” or “always” let students use ICT for class work related to the inclusion of the use of ICT for teaching in formal education or training

Odds ratio



# Online courses/seminars for professional development could be mainstreamed in the new reality



Percentage of teachers who participated in the following professional development activities

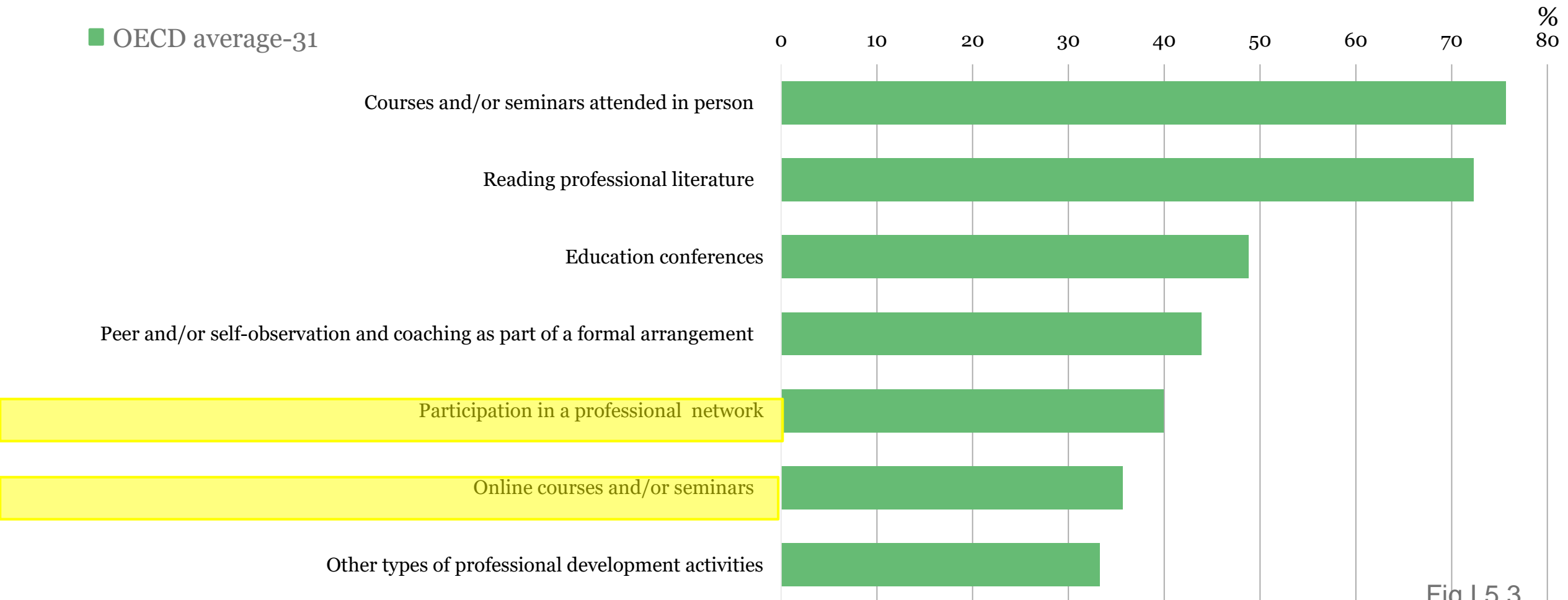


Fig I.5.3





Teaching & Learning

OWNERSHIP AND  
EMPOWERMENT



# Most teachers feel control over their practice



## How much professional autonomy do teachers have?



Over **90%** of teachers say they have control over:

- choice of teaching methods
- assessing students' learning
- discipline
- amount of homework



**84%** say they are involved in deciding overall course content



In only **56%** of schools do teachers play a role in school management, according to principals



The logo consists of three concentric, white, curved lines that form a stylized 'C' shape, resembling a stylized 'e' or a series of overlapping arcs.

Teaching & Learning

TEACHERS SEEM MORE OPEN  
TO INNOVATION THAN OUR  
INDUSTRIAL SCHOOL  
ORGANISATION SUGGESTS





# The vast majority of teachers have a positive attitude towards change and innovation...



## Teachers' views on their colleagues' attitudes towards innovation

Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements

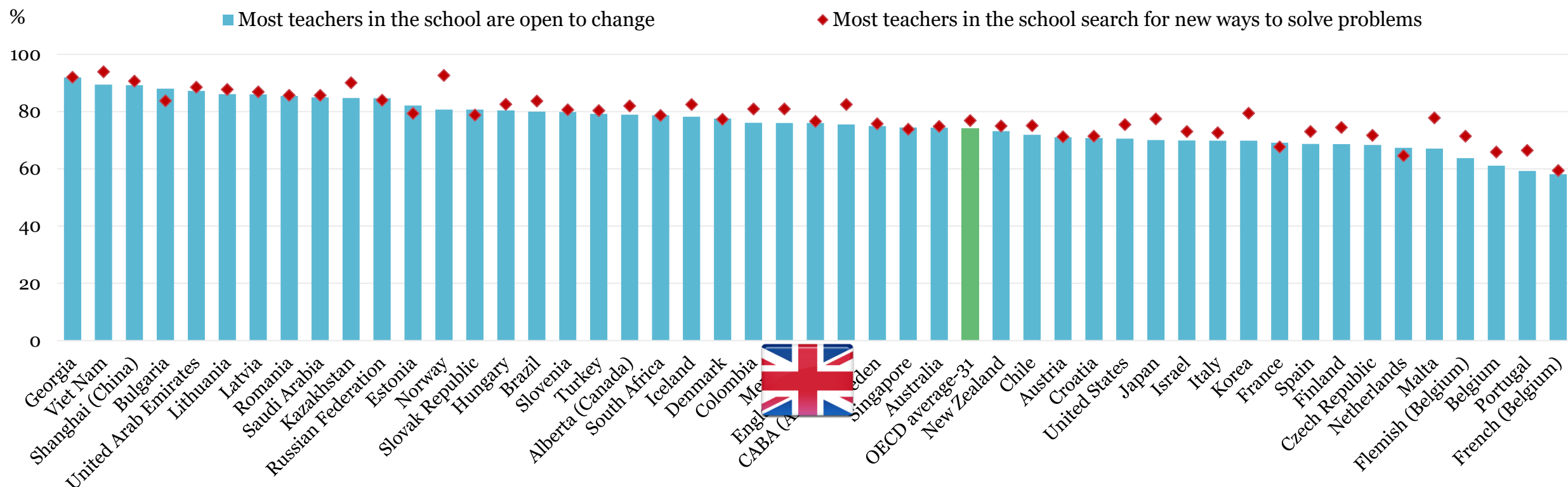


Table I.2.35



Teaching & Learning

# UPHOLDING THE SOCIAL FABRIC OF SCHOOLS



# Special needs students are at particular risk, since schools lack teachers equipped to support them



Percentage of principals reporting that the following shortages of resources hinder the school's capacity to provide quality instruction "quite a bit" or "a lot" (OECD average-30)

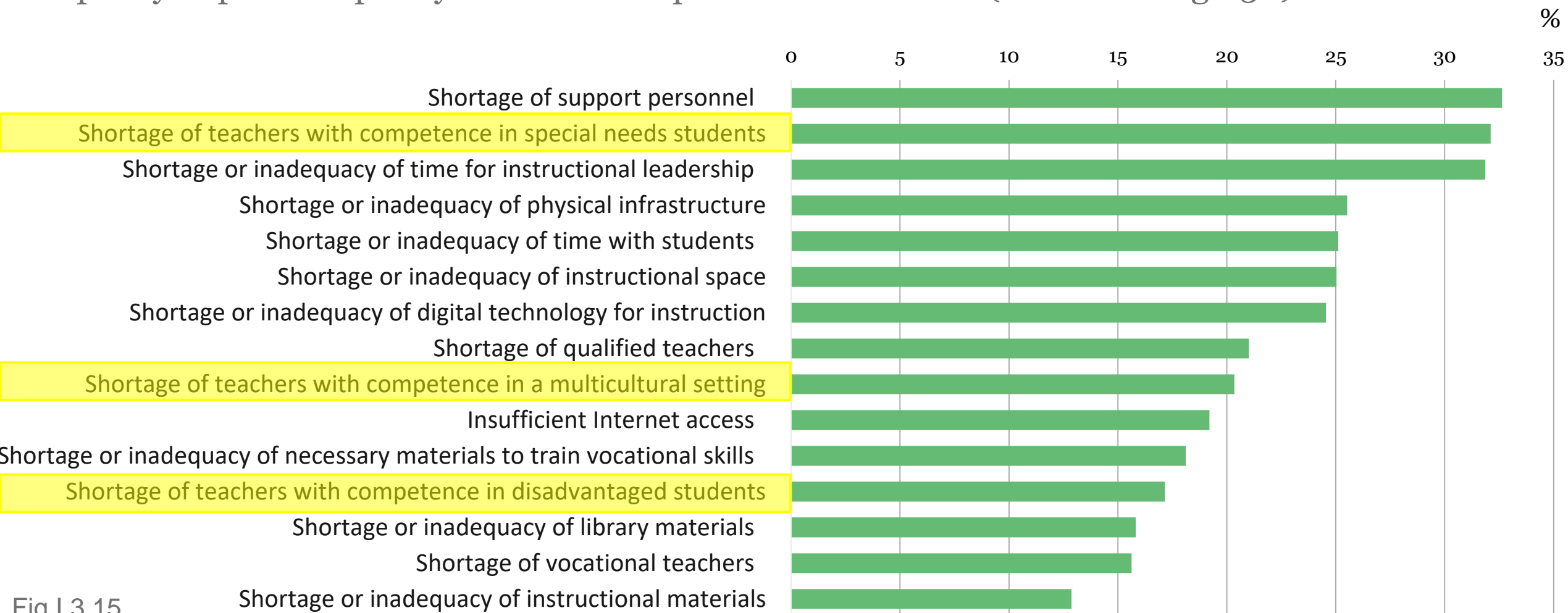


Fig I.3.15





# Novice teachers are also more likely to work in more challenging schools



Percentage of **novice teachers**, by school characteristics  
(OECD average-31)

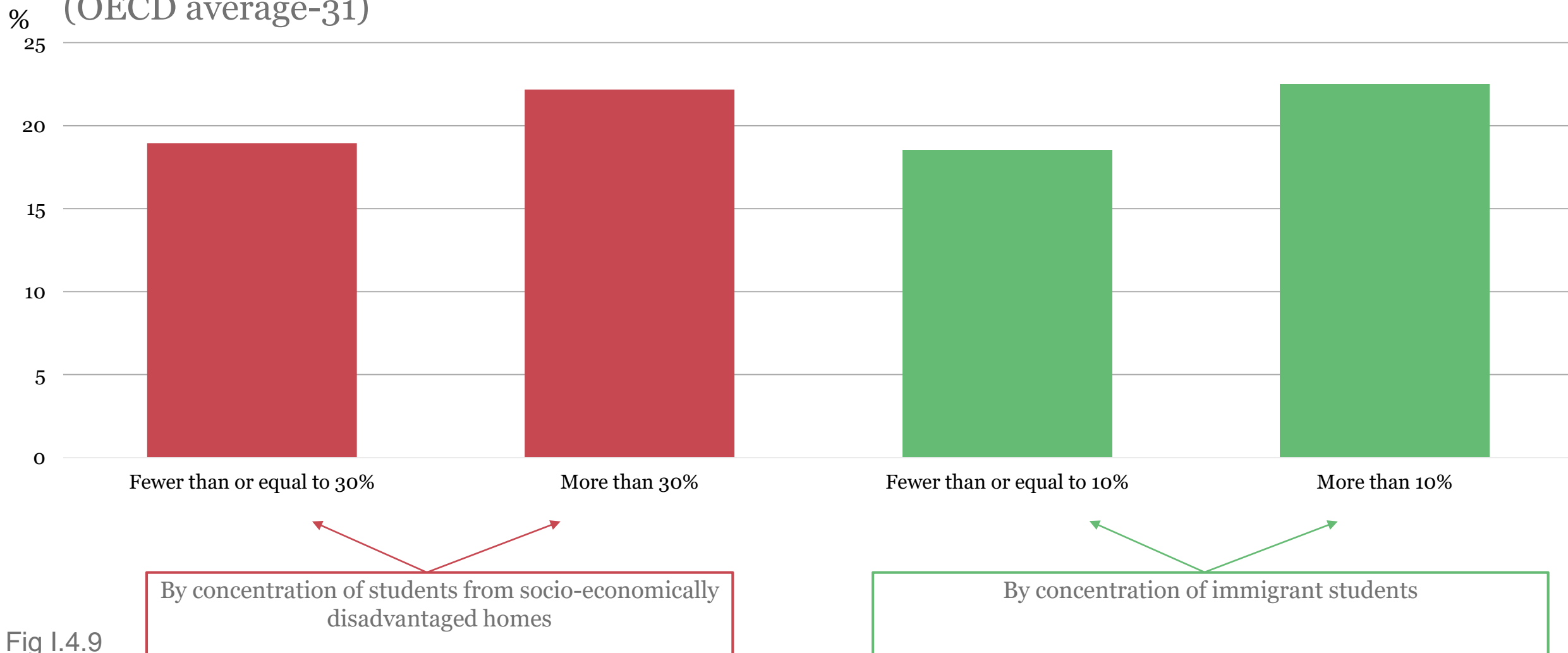


Fig I.4.9



# ... few (novice) teachers have a mentor



Percentage of teachers who have an assigned mentor as part of a formal arrangement at the school, by teachers' teaching experience

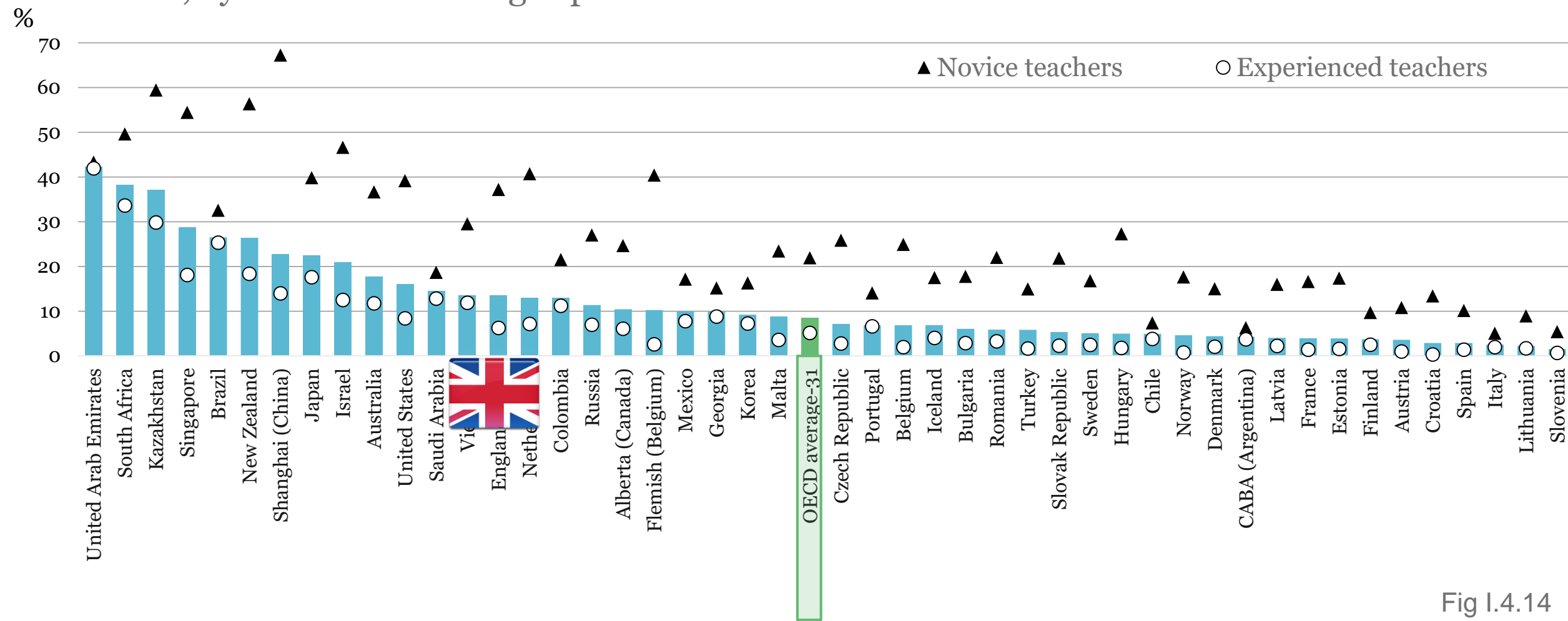


Fig I.4.14



Teaching & Learning

# STRENGTHENING TEACHER COLLABORATION

# How do teachers collaborate with their peers?

Deeper form of collaboration are less prevalent than simple exchanges and co-ordination between teachers

## How do teachers collaborate with their peers?

**61%** of teachers regularly discuss the development of students with colleagues

**47%** frequently exchange teaching materials



But only **28%** teach classes as a team at least once a month



And only **9%** routinely observe colleagues and give feedback

This kind of deeper professional collaboration is associated with higher job satisfaction, self-efficacy, and the use of innovative practices.



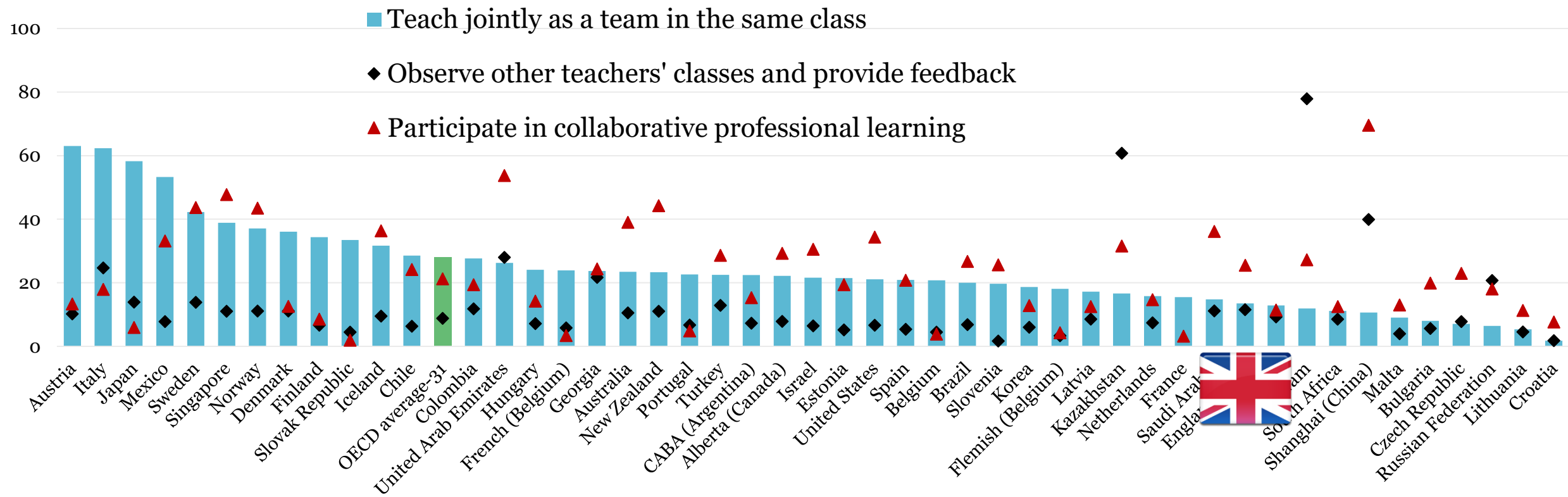


# Prevalence of deeper forms of professional collaboration



## Professional collaboration

Percentage of lower secondary teachers who report engaging in the following collaborative activities in their school at least once a month



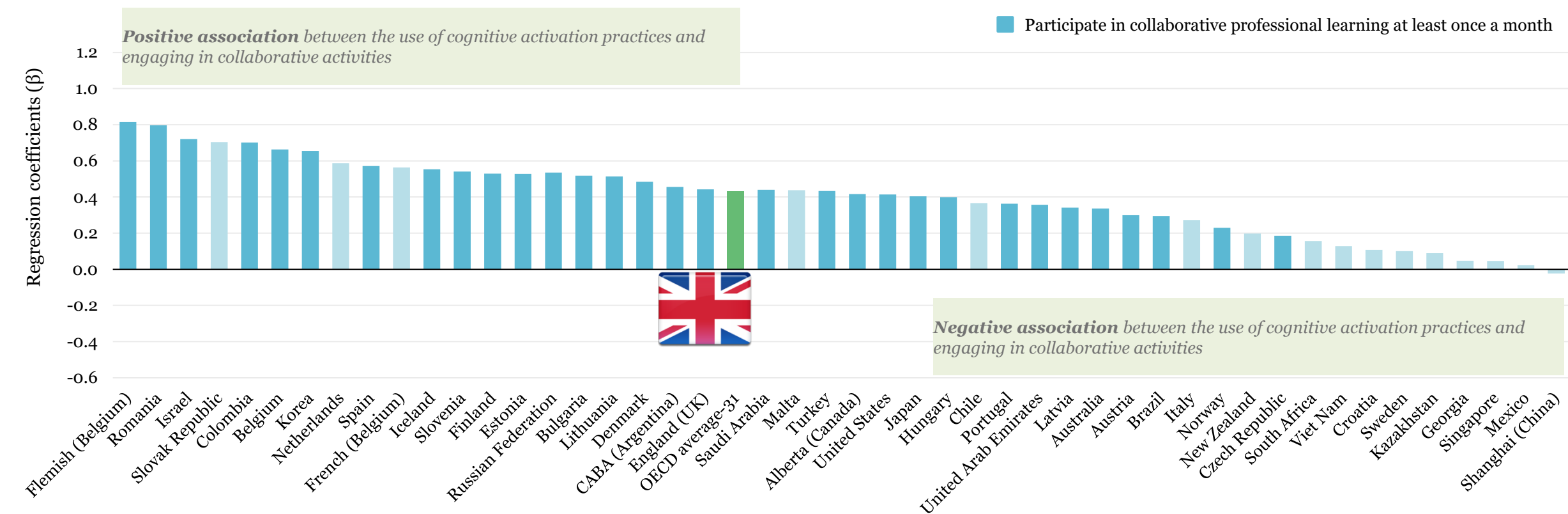


# The adoption of effective teaching practices and professional collaboration go hand in hand



## Relationship between use of cognitive activation practices and different collaborative activities

Results of linear regression based on responses of lower secondary teachers



Note: Statistically significant results are marked in darker tones.



# Principals' collaboration with other principals on challenging work tasks



## Principals' leadership activities

Percentage of lower secondary principals who have "often" or "very often" engaged in collaborating with principals from other schools on challenging work tasks in the 12 months prior to the survey

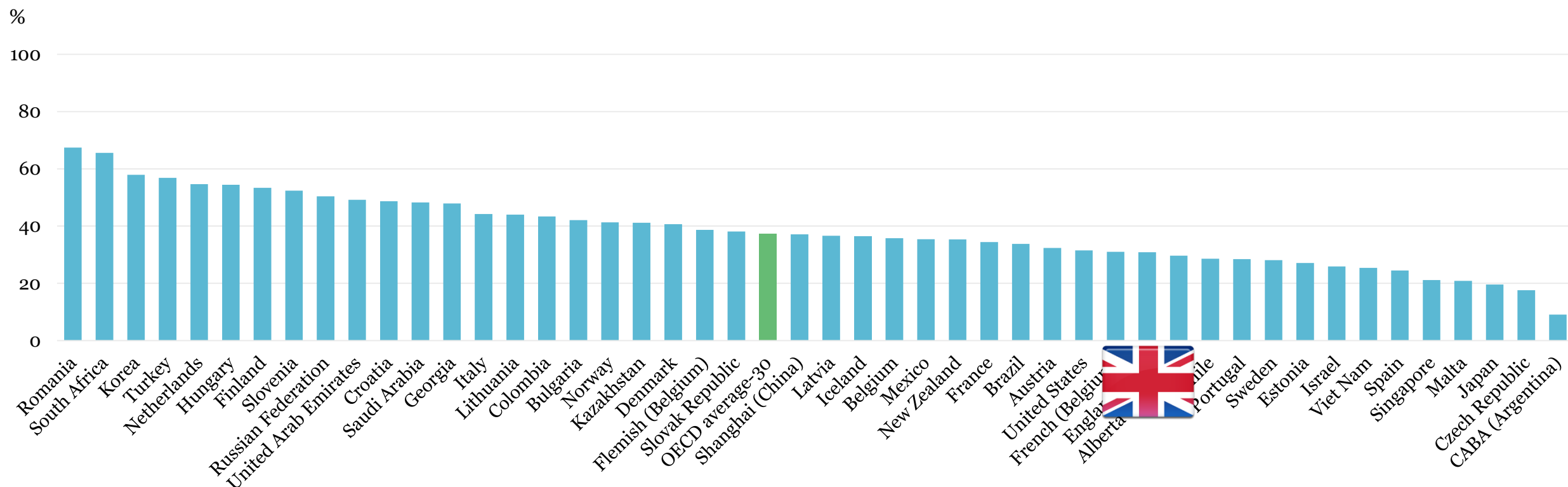



Table II.5.12




Teaching & Learning

# REDUCING PRESSURE ON TEACHERS

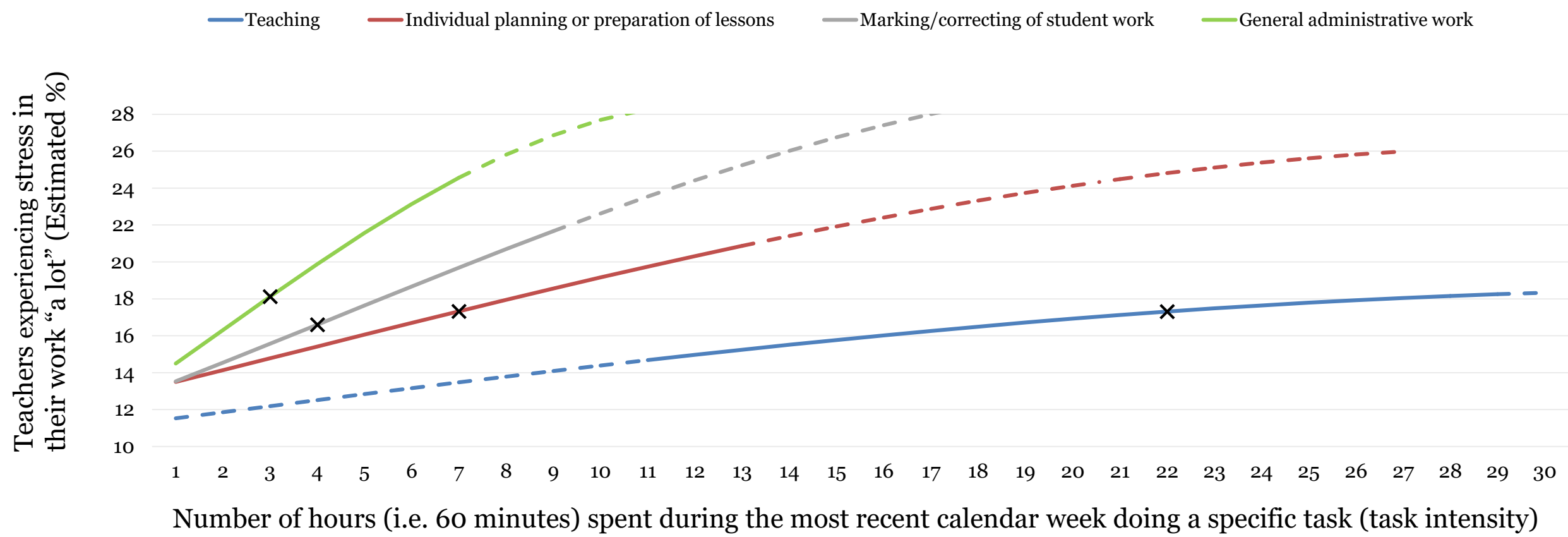




# Helping teachers focus on the core of their work is likely to be the most effective to mitigate the impact of the crisis on their well-being



**Relationship between teachers' experience of stress at work and task intensity**  
Estimated percentage of teachers experiencing stress in their work "a lot", by task intensity (OECD average-31)





Teaching & Learning

# RAISING THE SOCIAL STATUS OF TEACHERS



The same hold for the way parents and society view the profession, and teachers perceive this



## What do teachers say about the status of teaching?

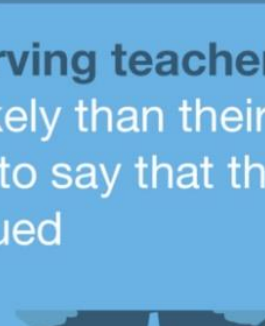
Only **26%** of teachers feel that they are valued by society



But **91%** of teachers do not regret becoming a teacher



**Longer-serving teachers** are more likely than their younger colleagues to say that the profession is undervalued

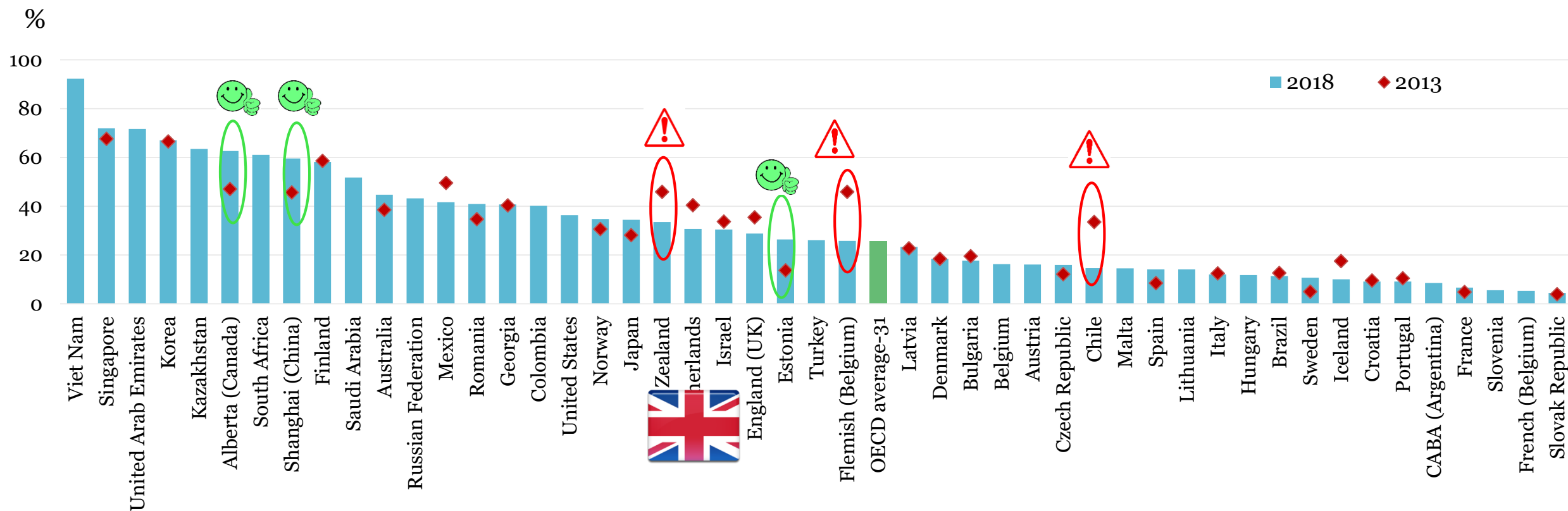




# Perceived status of teaching

## Change in perceived societal value of teaching from 2013 to 2018

Percentage of teachers who “agree” or “strongly agree” that the teaching profession is valued in society





# Thank you

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- Country notes
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- The complete micro-level database

Emails: [Andreas.Schleicher@OECD.org](mailto:Andreas.Schleicher@OECD.org) and [TALIS@oecd.org](mailto:TALIS@oecd.org)

Twitter: [SchleicherOECD](https://twitter.com/SchleicherOECD) and [#OECDTALIS](https://twitter.com/OECDTALIS)

Wechat: [AndreasSchleicher](#)