OUTLINE OF OECD INTERNATIONAL SURVEY OF TEACHERS, TEACHING AND LEARNING

Introduction

1. The OECD survey of teachers, teaching and learning will be the most comprehensive empirical study of teachers in OECD countries. The survey will focus on three themes: the recognition, feedback reward and evaluation of teachers; school leadership; and teaching practices beliefs and attitudes. This will empirically address, through school and teacher-level data, the impact of various policy issues such as the evaluation mechanisms of teachers, the education and training of teachers, school leadership. This will be coupled with analysis of teaching practices and beliefs focusing upon those issues that have been shown in research to be associated with effective schools and teaching.

2. Individual countries have made significant gains in data development concerning teachers and, within the OECD, the INES programme has also made good progress over the years in developing indicators about teachers, the learning environment and organisation of schools. However, significant gaps remain in the international knowledge base on teachers and teaching. The recent OECD policy review ‘Attracting, developing and retaining effective teachers’ demonstrated this clearly, confirming the views of the INES General Assembly in 2000 and the OECD meeting of education Chief Executives in Dublin in 2003 that more needed to be done.

3. The OECD International Survey of teachers, teaching and learning will seek to address this paucity of data and support further policy developments in these areas. In particular, it will provide cross-country comparisons and benchmarks of key variables related to the effectiveness of schools and the teacher work force (e.g. the evaluation and recognition of teachers, school leadership, the education and professional development of teachers, and teaching practices beliefs and attitudes) as well as, through the possibility of conducting the survey in PISA schools, allow a greater understanding of the observed differences in student performance between and within countries.

4. The survey is expected to be repeated every three years with the focus of successive surveys being decided by the participating countries.

Rationale

5. The policy rationale for a teacher survey builds on the existing knowledge base and recognised information gaps within and across countries. Policies impacting on teachers and teaching vary substantially across countries and regions. Differences exist in education and training of teachers, pay and career structure, responsibilities and decision-making, pedagogies, didactics and classroom teaching strategies that can all affect the outcomes and effectiveness of education. Analysis of international data would provide analysis of, and highlight the options available to policymakers in these areas. It provides the opportunity to examine best practice across education systems given local circumstances and for countries to identify others facing similar challenges to their own and to learn from the contrasting or similar approaches.
6. The recent OECD report *Teachers Matter: Attracting Developing and Retaining Effective Teachers* demonstrated the value to countries in comparing and contrasting teacher and school-level policies between countries. The teacher survey will take this further through quantitative analysis of the pertinent issues and would also provide international benchmarking of teacher characteristics and responses.

7. Teacher practices and the training, leadership and evaluation of teachers are leading policy issues in many OECD countries. This survey will explicitly target and provide internationally comparative data and analysis on these issues.

**Deliverables from the survey**

8. The key products that will be delivered by the survey programme are: indicators; policy analysis; and raw survey data. These key deliverables will drive the development of the survey.

**Indicators**

9. Following an exercise to rate the priority of a wide range of policy issues that the survey could tackle, OECD countries have decided that the first running of the survey will focus on:

- The three top-rated themes:
  1. Recognition, feedback, reward and evaluation of teachers.
  2. School leadership.
  3. Teaching practices, beliefs, and attitudes.

- And, due to similarities and overlapping characteristics between themes, the survey will also include aspects of the next four highest rated themes:
  4. Experience, qualifications and responsibilities of teachers.
  5. Satisfaction and effectiveness of education and training.
  6. Profile of teachers’ education and training.
  7. School climate.

In general, variables on education and training and continuous professional development will be covered as far as practicable within these priority themes.

**Policy analyses**

10. Whilst individual indicators on these themes are a valuable means of drawing policy-makers attention to policy issues, more in-depth analysis of specific policy issues are often of great value to policymakers. The deliverables from the survey programme will therefore include policy analyses which will examine the inter-relationships between the indicators, as well as drawing in external contextual information to seek a greater understanding of the policy implications.

11. The survey programme will address various issues in the production of the main report including the following:
How do the practices for recognising, rewarding and evaluating teachers differ between and within countries and are these any different in better performing schools? Are these policies and practices perceived to work more effectively in some countries than others?

How well does the career structure of teachers encourage or hinder teacher motivation and teacher retention? Are models that allow greater career variety and diversification associated with greater job satisfaction and motivation that could lead to increased teacher retention?

What are the factors that encourage and restrict career advancement? To what extent are these factors perceived to impact upon teaching and school effectiveness? Are there strong differences between schools and between different types of schools in both these policies and their impact?

How does school leadership impact upon teaching practices, beliefs and attitudes?

What is the role of school leadership in recognising, rewarding and evaluating teachers and how effective is it? How is teachers’ education and training reflected in the recognition, reward and evaluation of teachers?

How do teaching practices, beliefs and attitudes differ between schools with different intakes and student performance?

To what extent does the education and training undertaken by teachers affect their teaching, practices, beliefs and attitudes?

How do school polices and objectives inter-relate with policies and practices for developing teachers within the profession?

Are well trained teachers equally likely to be found in high and low performing schools and schools with different socio-economic backgrounds? Are school policies towards continuous professional development correlated with the performance of the school? What additional teacher training needs are perceived to be needed in schools with different mixes of students and how well are these needs perceived to be met? Do some countries respond to this better than others?

12. In addition, thematic reports are planned that will provide in-depth analysis of specific policy issues, the focus of which is yet to be determined but which can be expected to analyse the above issues in greater depth.

Data

13. A fundamental product of each wave of the survey programme will be the international database of teacher and school principal responses, together with the survey weights to allow published estimates to be reproduced and original analyses to be conducted. It is envisaged that the international database will be made available free of charge on the web with an on-line tabulation facility to facilitate policy development in participating countries. The database would be fully documented with, for example, file descriptions, codebooks, indicators and indices formulae.

Survey design

14. Currently, the proposed survey design comprises a cycle of surveys, each wave of which will have a main focus on teachers of a specific education level and their school principals, so that progressively over time all school teachers (primary through to upper secondary) are surveyed. It has been
decided that the main focus of the first wave of the survey will be teachers of lower secondary education and their school principals but that international options will be available for countries to sample teachers in other levels of education also.

15. The survey will include an option to conduct the survey in the schools that take part in the PISA 2006 international student assessment. The analysis of teacher data alongside the existing student and school data in PISA will strengthen our understanding of the learning environment in schools and the relationship this has with student outcomes. Furthermore, the school and teacher variables will provide crucial context for the responses of teachers to the survey, allowing for instance the investigation of how teachers’ beliefs and attitudes are shaped by the schools in which they work and with the students whom they teach.

16. The survey design incorporates a progressive move to a more fully implemented link of teacher data to the PISA survey, for those countries that wish to pursue that. The first wave of the survey therefore includes an ‘experimental link’ to PISA (for those countries who want to pursue this) through surveying the teachers of 15-year-olds in schools that participate in PISA 2006.

17. The survey would comprise separate 40 minute pen and paper questionnaires for the teachers and principals that are in the sample.

**European Union and relevant stakeholders**

18. The OECD has been working closely with the European Union and relevant stakeholders in the development of the survey. The European Union has identified a requirement to collect information on teacher professional development as part of the Lisbon agenda. Constructive interaction between the OECD and the European Union has meant that the requirements of the European Union should be met through the OECD survey. Moreover, the European Union will provide funds to member countries to support their involvement as long as the requirements continue to be met.

19. A successful outcome of this survey requires active participation of teachers and school principals. The OECD has been working with TUAC and spoken with various national teacher unions and professional organisations about the survey. This dialogue has been very constructive with strong support coming from these bodies. Countries are also working together and plan to share information about the best methods to garner institutional support for the survey.

**Country participation options**

20. There are two strands of the survey that countries can choose to participate in with the following options:

*First Strand*

- Core sample: ISCED Level 2 teachers and school principals
  - First international option: ISCED level 1 teachers and school principals
  - Second international option: ISCED level 3 teachers and school principals

*Second strand*

- Surveying the teachers of 15-year-olds in schools that participate in PISA 2006 (the ‘PISA link’)
Costs and timeline

21. International costs are estimated at EUR1.5 million in total over the period 2005-2008. Given some existing INES funding for the development of the survey, the international costs that participating countries will need to contribute to are some EUR 1.2 million during 2006-2008. It has been decided that these international costs should be divided equally between participating countries. Countries’ contributions over the 3 year period can be expected to be around EUR 48,000 per country. Countries have been asked to make a first contribution to support the continued development of the survey in 2006 of EUR 12,000.

22. National costs of implementing the survey nationally are in addition to this and are being estimated by countries.

23. Broadly, the timeline being followed is:

- Establish participating countries  Early 2006
- Data collection (pilot)    Sept.-Oct. 2006
- Data collection (main study)   Sept.-Oct. 2007
- Release of main report    Sept. 2008

Costs and timeline

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January 2006