

## Foreword

*We need to attract the best and brightest to join the profession. Teachers are the key in today's knowledge economy, where a good education is an essential foundation for every child's future success. A quality initial teacher preparation programme, which prepares prospective teachers for the challenges of today's classrooms, is essential to ensuring teacher quality.*

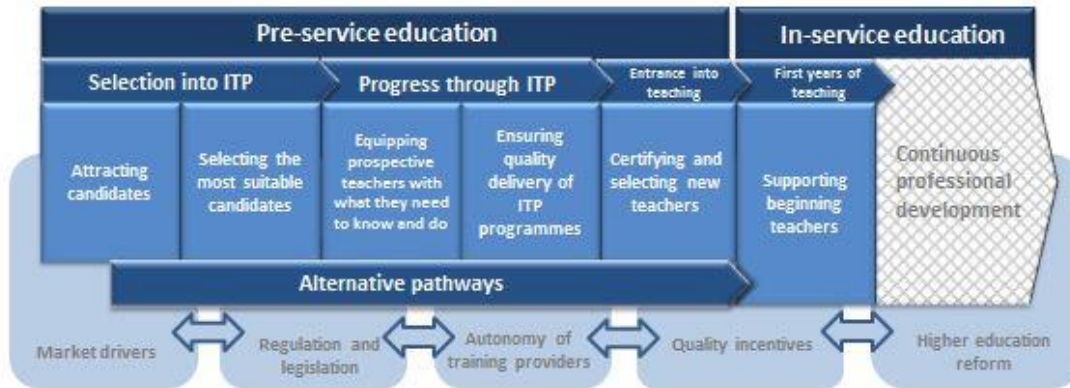
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## TALIS Initial Teacher Preparation (ITP) study scope

- **Initial teacher preparation** in the ITP study is defined as a composite of **pre-service education** and **induction**. **Pre-service education** includes alternative pathways, in addition to the formal education in particular field(s) of study and practical and pedagogical training that prospective teachers must complete to obtain the diploma/degree required to become a public school teacher. **Induction**, an element of **in-service education**, is the activities organised to support beginning teachers, such as formal and informal mentoring, support sessions, peer-work, etc. The study does *not* cover continuous professional development.
- The ITP study focuses on **4 different pathways** and **6 themes** in initial teacher preparation:



## Study goals

The Initial Teacher Preparation (ITP) Study aims to:

- Synthesise the **state of the art** on issues related to attracting and recruiting the most suitable candidates into ITP programmes, equipping prospective teachers with the right mix of knowledge, skills and competencies; ensuring quality delivery of ITP programmes; selecting and certifying quality teachers; and providing adequate support to new teachers.
- Facilitate the **exchange of lessons and experiences** among countries in this area;
- Identify **innovative and successful policy initiatives and practices** from countries in which interesting system-level or institutional policies are already being implemented; and
- Provide policy makers and practitioners worldwide with **policy tool-kits and good practice examples** to improve their initial teacher preparation programmes, including their teacher recruitment policies and the support schemes that are directed at new teachers.

# Project design, focus and methods

## How is the project designed?

There are **3 strands of work** in the ITP study:

- Through an **analysis of existing OECD data and policy work**, **Strand 1** seeks to build the evidence base on what makes a good teacher preparation programme and explore the impact of initial teacher preparation.
- Through an **expert review visit to 8 participating countries**, **Strands 2 and 3** look at how countries are preparing (Strand 2), and recruiting and selecting (Strand 3) individuals for teaching.

## What is the main focus of the study?

The study addresses **6 main issues**, with regard to exploring how countries:

- **Attract** the most suitable candidates into ITP programmes;
- **Select** the most suitable candidates into ITP programmes;
- **Equip** prospective teachers with the necessary knowledge, skills and competencies;
- **Deliver** ITP programmes effectively;
- **Certify** and **select** new teachers; and
- **Support** beginning teachers.

# Project design, focus and methods

## What evidence will be collected?

The evidence collected as part of the initial teacher preparation study will be based on:

- **International sources** such as:
  - **Data** from *Education At a Glance* (EAG), TALIS and the OECD Innovative Teaching for Effective Learning (ITEL) project;
  - **Policy findings** from OECD policy reviews such as *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* (OECD, 2005) and *Education Policy Outlook 2015: Reforms Finder*;
  - **Non-OECD sources** such as TEDS-M and European Commission/Eurydice; and
  - **National sources**.
- **Literature review** of existing research on trends and effectiveness of ITP policy;
- **Site visits and meetings with all stakeholders**, including training providers, educators, policymakers from national and sub-national levels, researchers, teachers' unions, etc.;
- **Experts' inputs** through participation in review teams and other events and meetings.

## Project deliverables

- A dynamic web-based platform entitled ***Teacher Ready!*** highlighting:
  - **The state of play in initial teacher preparation.** Drawing on research literature and policy findings from OECD and beyond, this presents the latest trends and evidence of impact relating to the 6 themes on the “teacher education pathway”.
  - **SWOT policy analysis reports (Strengths, Weaknesses, Opportunities and Threats)** prepared by the OECD review teams following their visits to countries;
  - **Country background reports** prepared by each of the 8 participating countries identifying self-reported issues and challenges in ITP policy;
  - **Final findings** of the project, drawing on document and data analyses, on-site visits, SWOT policy analyses, and other contributions from country representatives and experts.
- A **final conference** bringing together all findings from the study.

## DID YOU KNOW THAT?

The extent to which content, pedagogy and classroom practice elements are included in a teacher's formal training has a significant effect on teacher self-efficacy and job satisfaction. For almost all countries the same pattern is observed: the more teachers report the inclusion of these three elements in formal training, the higher their levels of self-efficacy and job satisfaction (TALIS, 2013).

Teachers' beliefs about teaching and learning are mostly a function of differences between the teachers themselves. School environment variables are not a major factor in explaining teachers' beliefs about teaching and learning (TALIS, 2013).

**To know more about the ITP study, see [www.oecd.org/edu/school/talis-initial-teacher-preparation-study.htm](http://www.oecd.org/edu/school/talis-initial-teacher-preparation-study.htm) and:**

- *Education at a Glance 2014: Indicator D6, What does it take to become a teacher?* (OECD, 2014)
- *TALIS 2013 Results: An International Perspective on Teaching and Learning* (OECD, 2014)
- *What teachers know and how that compares with college graduates around the world*, [OECD educationtoday blogspot](#) (OECD, 2013)
- *Pedagogical Knowledge and the Changing Nature of the Teaching Profession* (OECD, 2017)
- *Education Policy Outlook 2015: Reforms Finder*, [www.oecd.org/fr/edu/reformsfinder.htm](http://www.oecd.org/fr/edu/reformsfinder.htm) (OECD, 2015)
- *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World* (OECD, 2012)
- *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* (OECD, 2005)

## Insights to Be Gained

The following policy-relevant insights can be gained by participating in the study:

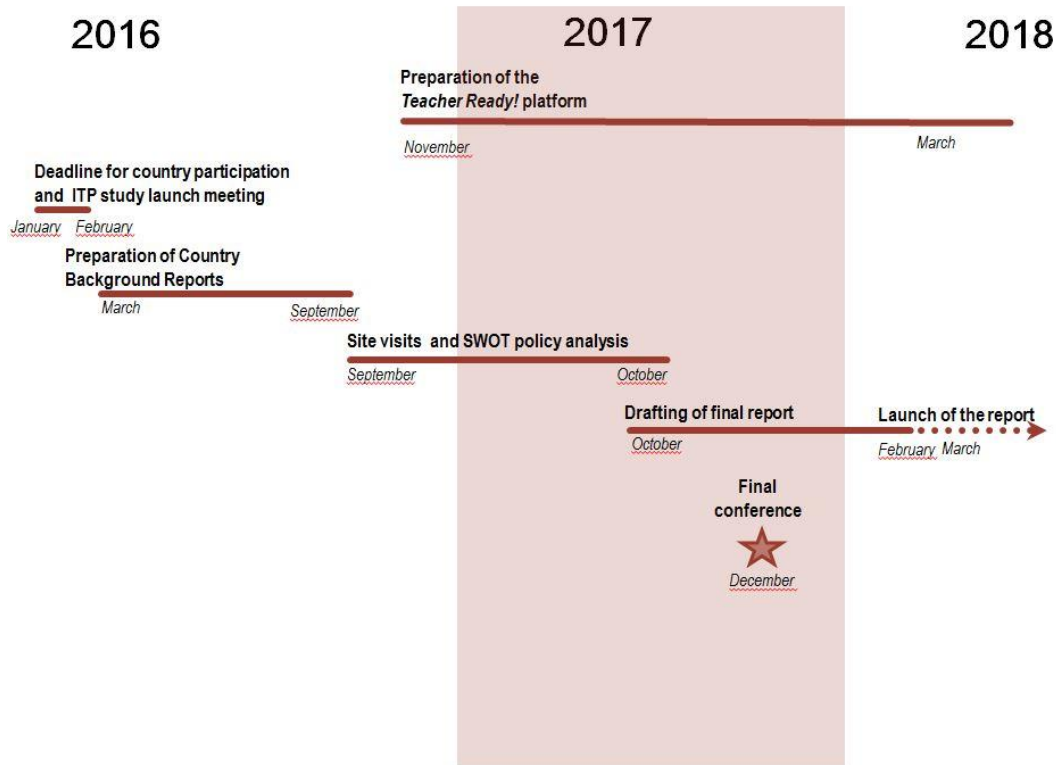
- better general understanding of how initial teacher preparation programmes contribute to teacher quality;
- better knowledge of effective policies around recruiting and selecting prospective teachers in ITP programmes, preparing teachers and selecting and supporting new teachers;
- better understanding of the relationship between teacher's practices, attitudes and beliefs and their initial training.

## Participating Countries

Australia, Japan, Korea, Netherlands, Norway, Saudi Arabia and the United States, with the United Kingdom (Wales)



# Indicative timeline



## OECD and the Directorate for Education and Skills

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. It brings together countries committed to democracy and the market economy from around the world to:

- support sustainable economic growth
- boost employment
- raise living standards
- maintain financial stability
- assist member and non-member countries' economic development
- contribute to growth in world trade.

In today's globalised economy education is a major driving force for growth and development. The OECD Directorate for Education and Skills focuses on current key challenges facing education systems including how to improve the quality of teachers, teaching and learning in order to provide the knowledge and skills needed in the 21st century.