We are currently working on developing a survey to profile the knowledge base of teachers and the knowledge dynamics in the teaching profession. The study will begin in 2015, with first results expected at the end of 2016. Countries are encouraged to participate in all phases of the study, and should indicate their interest in participating before the end of 2014.

Outcomes of this study:
- A validated survey instrument
- An international report of results
- Country-specific reports

To learn more about this study or to express interest in participating, contact the project leader or visit the website:

http://www.oecd.org/edu/ceri/innovativeteachingforeffectivelearning.htm

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OECD Directorate of Education and Skills
Centre for Educational Research and Innovation
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http://www.oecd.org/edu/ceri
The OECD’s Centre for Educational Research and Innovation (CERI) is undertaking a study of teaching and the teaching profession.

As part of the Innovative Teaching for Effective Learning (ITLE) programme of work, this study investigates the pedagogical knowledge base of teachers and the knowledge dynamics in the teaching profession. Findings will contribute to a better understanding of how to improve teacher quality. Pedagogical knowledge refers to the specialised knowledge of teachers for creating effective teaching and learning environments for all students. Our study aims to answer the following questions:

Does the knowledge base of the teaching profession sufficiently incorporate the latest scientific research on learning?

In recent years, the interdisciplinary field of the Science of Learning, which includes the neurosciences, has made huge progress in understanding how the human brain processes, encodes, and retrieves information. The potential of the learning sciences to inform the pedagogical knowledge of teachers and, hence, to improve pedagogical practice is significant. Our study asks, do teachers sufficiently incorporate this new knowledge in their practice?

Why are these questions important for policy and practice?

- To improve student outcomes

Teacher quality is an important factor in determining gains in student achievement, and as such, improving the quality of teachers is a policy priority for many countries. By investigating the knowledge underlying effective teaching and learning, we are studying how to improve teacher quality.

- To raise teachers' professionalism

As practitioners, teachers possess highly specialised knowledge. As professionals, teachers can be expected to process and evaluate new knowledge relevant for their core professional practice and to regularly update their profession’s knowledge base. An insight into teacher knowledge will inform teacher education and professional development.

Does the knowledge base of the teaching profession meet the expectations for teaching and learning 21st century skills?

The policy imperative for the teaching and learning of 21st century skills, such as problem-solving, collaboration, communication, and creativity, might entail a re-skilling of the current teacher workforce and upgrading of the knowledge base of the teaching profession. Our study asks, do teachers have the relevant knowledge for teaching 21st century skills?