

Recruiting, Selecting and Employing Teachers Pointers for policy development

USE MORE FLEXIBLE TERMS OF EMPLOYMENT

- Consider that tenured employment may limit incentives for teachers to continuously review their skills and improve their practice.
- Consider a requirement that teachers renew their teacher certificates every five to seven years to demonstrate that they are still meeting standards of performance.
- Ensure an open, fair and transparent system of teacher evaluation involving well-trained and resourced teaching peers, school leaders and external experts.
- Develop mechanisms to address ineffective teaching with the possibility to move teachers either into other roles or out of the school system.

PROVIDE SCHOOLS WITH MORE RESPONSIBILITY FOR TEACHER PERSONNEL MANAGEMENT

- Grant greater responsibility and accountability to schools for teacher selection, working conditions and development.
- Encourage a more direct interaction with applicants for teaching posts through personal interviews and school visits to improve the match between the selected candidate and school needs.
- Ensure efficiency and equity when granting more responsibility to schools in teacher selection by:
 - developing school leaders' skills in personnel management
 - providing disadvantaged schools with greater resources with which to recruit effective teachers
 - improving availability of information in the teacher labour market
 - monitoring the outcomes of a more decentralised approach to recruiting
- Ensure that central and regional authorities achieve an adequate and equitable distribution of teacher resources throughout the country.
- Establish independent appeals procedures to ensure fairness and to protect teachers' rights.

BROADEN CRITERIA FOR TEACHER SELECTION

- Include interviews, preparation of lesson plans and demonstration of teaching skills in selection processes for new teachers.
- Move away from seniority towards other characteristics such as enthusiasm, commitment and sensitivity to student needs when appointing candidates to teaching vacancies.
- Provide appropriate avenues into teaching for mid-career entrants.

MAKE A PROBATIONARY PERIOD MANDATORY

- Require the completion of a probationary period of one to two years teaching before full certification or a permanent teaching post is awarded.
- Give new teachers every opportunity to work in a stable and well-supported school environment.
- Ensure that the decision about certification is taken by a well-trained and resourced panel.
- Acknowledge the completion of probation as a major step in the teaching career.

MEET SHORT-TERM STAFFING NEEDS AND ENCOURAGE GREATER TEACHER MOBILITY

- Establish local/regional replacement pools to respond promptly to schools' short-term teacher needs to cover classroom absences due to illness or professional development.
- Ensure mutual recognition of teaching qualifications and the portability of entitlements to leave and retirement benefits in countries with different educational jurisdictions, e.g. federal systems.

IMPROVE INFORMATION FLOWS AND MONITOR THE TEACHER LABOUR MARKET

- Develop transparent and prompt systems to close the information gaps between teachers and schools to ensure an effective functioning of the teacher labour market by:
 - requiring all teaching vacancies to be posted
 - creating websites where the information is centralised
 - establishing a network of agencies to co-ordinate and foster recruitment activities
- Use tools for monitoring and projecting teacher demand and supply under different scenarios.

FURTHER READING

These general pointers for policy development are drawn from the Thematic Review on Teacher Policy and the findings are presented in *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, published in 2005. Country background reports prepared by 25 countries, country reviews of 10 countries and other documents are on the OECD website www.oecd.org/edu/teacherpolicy.