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.

Andreas Schleicher
OECD Director of Education and Skills
ITP Study Goals

Through its SWOT policy diagnosis, quick feedback to policymakers in the grips of ITP reform and collegial approach, the ITP Study seeks to identify and explore common challenges, strengths and innovations in initial teacher preparation systems in participating countries, with a view to developing an international benchmark on effective initial teacher preparation systems.

ITP Study Scope

What is ITP?

Initial teacher preparation is defined by the OECD as a composite of:

- **Pre-service education**: Education and training provided to prospective teachers before they are qualified to teach.
- **Induction**: Activities designed to support new teachers.

The study does not cover continuous professional development of teachers.
ITP Study Themes

The OECD Teacher Education Pathway focuses on 4 different pathways and 6 themes in ITP, with regard to exploring how countries:

- **Attract** the most suitable candidates into ITE programmes;
- **Select** the most suitable candidates into ITE programmes;
- **Equip** prospective teachers with what they need to know and do;
- **Deliver** ITP programmes effectively;
- **Certify, select and hire** new teachers; and
- **Support** beginning teachers.
Two ITP Study Methodologies

1. SWOT policy diagnosis

Collect information from key stakeholders in a country background report and a 4-day review by a 4-person OECD Review Team on the state of play in initial teacher preparation in each country. Other participating countries are invited to participate in the review visit as Observers.

Prepare a SWOT policy diagnosis for the 6 themes on the OECD Teacher Education pathway, plus a system-level SWOT.

Present and discuss initial findings with National Co-ordinators and their teams on the final day of the review visit in order to verify facts and test assumptions before preparing the final report.

2. Targeted policy diagnosis

Collect information from key stakeholders in a skinny CBR and 2-day review by an 8-person OECD Review Team based on an identified issue or challenge (e.g. establishing a framework for research and teacher education).

Prepare a short SWOT policy diagnosis on the identified issue.

Ask key stakeholders to listen to examples of international practice on the identified issue in a 2-day workshop.

Based on SWOT findings, ask key stakeholders to reflect and discuss challenges, develop strategies for improvement and create a plan for moving forward.
Project Deliverables

- A detailed presentation of the OECD Review team’s initial findings and discussion with stakeholders in a workshop on the final day of the country visit.
- A dynamic web-based platform entitled Teacher Ready! highlighting:
  - About the ITP study;
  - Country reports with SWOT policy diagnoses for each of the 6 themes on the OECD Teacher Education pathway, supported by ITP-related data, charts, interesting facts and rich case studies, in addition to individual teachers’ ITP “stories”, ITP stakeholder maps and annotated bibliographies for each country;
  - Evidence for each of the 6 themes of the OECD Teacher Education Pathway;
  - Resources, i.e. Country background report, Glossary, Key references.

- A final conference in April 2018 bringing together a range of stakeholders interviewed in participating countries to discuss findings from the study and quality benchmarks for ITP systems.

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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)
- *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 understanding of the growing body of research evidence and policy experience around the impact of pre-service training and support for new teachers on teacher retention, teachers’ self-efficacy, student motivation, student outcomes and more;

- better knowledge of different and common quality levers, challenges and innovations in policies and practices around recruiting and selecting prospective teachers in ITE programmes, and preparing, certifying, selecting, hiring and supporting new teachers in participating countries;

- global understanding of into how initial teacher preparation fits in the continuum of teachers’ continued professional growth and development in different countries.

Participating Countries

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

2016

Deadline for country participation and ITP study launch meeting

January - February

Preparation of Country Background Reports

March - September

2017

Preparation of the Teacher Ready! platform

November

Site visits and SWOT policy analysis

September - December

2018

Drafting of final report

March

Launch of final report

Final conference

April
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.
For further information please visit our website:
www.oecd.org/talis

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