

PROJECT BRIEF: OECD TEACHERS' PROFESSIONAL LEARNING (TPL) STUDY



Rationale

The OECD Teachers' Professional Learning (TPL) Study expands the scope of the OECD Initial Teacher Preparation (ITP) Study (2016–2018), to explore the entire **continuum of teachers' professional learning** from initial teacher education to the first years in teaching and beyond.

Objectives

The Study examines the **policy environments** that support the **professional growth of teachers** by exploring common strengths, challenges and innovations in participating countries/economies. In an effort to improve the evidence base, the Study examines research, policies and practices related to **initial teacher education**, the **first years in teaching** and **continuing professional learning** in its various forms.

Scope

Participating countries can choose to participate in one or both of two strands:

1. Initial teacher preparation (ITP): This strand focusses on six themes in ITP following the OECD Teacher Education Pathway framework to explore how countries:

1. **Attract** the most suitable candidates into ITE
2. **Select** the most suitable candidates into ITE
3. **Equip** prospective teachers with knowledge and skills
4. **Deliver** ITE programmes effectively
5. **Certify, Select** and **Hire** new teachers
6. **Support** beginning teachers.

2. Continuing professional learning (CPL): This strand explores policies that support teacher's continuing learning, focusing on five analytical dimensions:

1. **Motivation:** What motivates teachers to engage in CPL?
2. **Access:** How are barriers to access CPL alleviated?
3. **Provision:** How and by whom is CPL provided?
4. **Content:** How are CPL contents selected to match needs?
5. **Quality:** How is the quality of CPL ensured?



Methodology

The TPL Study's methodology builds on the ITP Study and was discussed and refined at a launch meeting, 27–28 June 2019:

- **Desk-based research:** taking stock of the research evidence on ITP/CPL and existing TALIS, PISA and other data
- **Self-evaluation:** a focused Country Background Report prepared by each country prior to the diagnostic visit
- **Country visit:** An OECD team (incl. international experts) conducts interviews of stakeholders over 5 days using a **SWOT policy diagnosis approach**
- **Workshop or webinar on initial findings** are presented for discussion at the end of the visit
- **National diagnostic report:** The findings of the visit are published in a diagnostic report (20–30 pages) and may be shared on *Teacher Ready!*, a web-based interactive platform featuring SWOT findings, case studies and other material from countries participating in the Study

Timeline

- **Launch meeting** of the Study, 27–28 June 2019
- **OECD country visits:** Early 2020 – June 2021
- **Presentations of initial findings to national stakeholder group** by the OECD team at the end of each visit
- **National diagnostic report:** 2 months after country visit
- **Final conference and report (tbc):** June – December 2021

Contact us for more information:

Deborah.Nusche@oecd.org