

# **OECD TEACHERS' PROFESSIONAL LEARNING (TPL) STUDY**



**PARTICIPATING IN THE STUDY WITH A  
COUNTRY DIAGNOSIS**

## The OECD Teachers' Professional Learning (TPL) Study

Effective teaching is at the heart of a successful education system. There is growing recognition that supporting teachers' professional learning from the beginning to the end of their career is critical to fostering high-quality teaching. The OECD Teachers' Professional Learning (TPL) study combines desk-based research, country visits and comparative policy analysis to support the entire continuum of teachers' professional learning from initial preparation through the first years in teaching and beyond.

Based on its [conceptual framework and mapping of OECD data](#), the TPL study examines the policy environments that support teachers' professional growth by exploring common strengths and challenges, as well as innovations in participating jurisdictions. In doing so, the TPL study aims to facilitate peer learning, enrich national debates through international exchange and support the development of effective teacher learning systems at both the system and school level.

### What does an individual country diagnosis offer?

The TPL study's country diagnoses provide participating countries with timely and specific policy advice on how to improve their teachers' professional learning based on an analysis of strengths, weaknesses, opportunities and threats (SWOT analysis).

Depending on national priorities, countries may choose to participate in a TPL diagnostic analysis of their **initial teacher preparation system (Strand I)**, their **continuing professional learning system (Strand II)** or both. The main components of a country diagnosis are:

- **Country Background Reports:** All countries participating in a diagnostic review will complete a country background report (CBR) following guidelines developed by the Secretariat. The CBRs' common framework will facilitate comparative analysis, maximise opportunities for countries to learn from each other and inform the subsequent diagnostic visit. It is also possible for countries to participate in the Study with a CBR only, without engaging in a full country diagnosis.
- **OECD review visits and stakeholder workshops:** The Secretariat will work with national co-ordinators of participating countries to conduct policy diagnosis visits with a team of experts. The individual timelines for country visits will be based on countries' needs. At the end of the visit, the OECD team will present initial findings to stakeholders in the country. To encourage peer learning, national co-ordinators from participating countries will be encouraged to participate in the visits to other countries as "observers". During the COVID-19 pandemic, country visits can be organised virtually using video-conferencing tools.
- **National diagnostic report and dissemination:** The main findings of review visits will be summarised in short national reports. Participating countries are also encouraged to organise national dissemination events to present and discuss the study's findings.

## Key steps in the organisation of a country review

### 1. Planning

#### *Nomination of a national co-ordinator and, potentially, a National Advisory Committee*

After formalising their participation in the TPL study, countries nominate a national co-ordinator. As our key point of contact, they are typically responsible for:

- Communicating with the OECD team about the project;
- Communicating within the country about the project and the country diagnosis;
- Overseeing the preparation of a country background report (more on this below);
- Liaising with the OECD team about the organisation of the diagnostic visit;
- Attending the TPL study's annual project meetings;
- Co-ordinating country feedback on draft materials; and
- Co-ordinating dissemination activities in the country (optional).

A National Advisory Committee (NAC) comprising key stakeholder groups may play an important role in ensuring that a variety of perspectives are reflected in the CBR. If a country decides not to establish a NAC, other processes will need to ensure that the CBR adequately reflects the views and perspectives of different stakeholder groups concerned with teacher policy.

#### *Development of a target timeline*

Participating countries agree with the OECD team on a target timeline, which includes a target date for publication of the OECD national diagnostic report, a timeline for work on the country background report and the timing of the diagnostic visits (more on this below). A typical timetable for a TPL country diagnosis is as follows:

- **Month 1 to Month 3:** Preparation of the country background report (CBR)
- **Month 3:** Revisions to the CBR and preparation of the country visit
- **Month 4:** Country visit (5 days) and workshop or webinar on initial findings
- **Month 6:** The first draft of the national diagnostic report is shared with the country.

#### *Preparation of a Country Background Report*

As part of the country diagnosis, participating countries prepare a country background report (CBR) following the OECD's guidelines on the structure and content of the report. A contact person from the OECD team will be available to support this process and provide feedback on drafts of the CBR.

The CBRs provide essential background information for the team of experts engaged in the diagnostic visit. They are also an important output of the project in their own right. Countries often consider the preparation of a country background report a valuable opportunity to bring together relevant national data based on a structured framework and to engage in a national discussion about the themes addressed by the project.

### *Participation in the TPL study's annual project meetings*

For the duration of the project, the OECD team will convene annual meetings to facilitate peer-exchange and allow countries to share their lessons and experiences related to teachers' professional learning. The national co-ordinator is encouraged to attend the meetings, which will take place at the OECD headquarters in Paris or virtually through video-conferencing tools.

The annual project meetings serve to guide the methods, timing and principles of the project. They also facilitate the sharing of information and experiences among countries participating in the study and help countries keep up-to-date with the project's emerging findings. Participation in the meetings is optional for national coordinators and countries are free to send other or additional representatives if they wish.

## **2. Country diagnostic visits**

The TPL country diagnosis involves a tailor-made country visit by a team of OECD and external experts, consulting a wide range of national stakeholders. The visit concludes with a presentation of initial findings and an informal, facilitated discussion of its results.

### *Diagnostic visit*

The diagnostic visit may be conducted virtually if the COVID-19 situation does not allow for an in-person visit. The country visit typically lasts five business days for an in-person visit and eight business days for a virtual visit. It constitutes the core of the country diagnosis and takes place about a month after the CBR's completion. The visit includes interviews with all major stakeholders and site visits. It helps the OECD team understand the country's context, policies and practices and to gather information, views and perspectives on focus areas for the study.

Relevant stakeholders may include officials in national ministries, officials in municipalities/states/boards of education, new teachers, experienced teachers, mentor teachers, second career teachers, school boards, school leaders, researchers in teacher training institutions, trainers and teacher educators, as well as teacher unions.

The visit team typically includes two OECD staff members and two experts external to the participating country and to the OECD. In addition, national co-ordinators of other participating countries can take part in the country visit as observers if the host country agrees. The external experts are chosen by the OECD in consultation with the participating country. Countries are welcome to express their preferences for the specific expertise or education policy experience that they would like the external experts to have.

### *Workshop or webinar on initial findings*

Following the visit, the OECD team will present the initial findings of the policy diagnosis and facilitate an informal discussion of its results. The visit team's initial impressions will not be made public, but will provide the basis for internal discussions. Countries can choose to host the discussion of initial findings in the form of an in-person workshop or a webinar.

- Workshops take place on Day 5 of the OECD team visit.
- Webinars take place in the week following the OECD team visit.

### ***3. Preparation of the national diagnostic report***

Based on findings from the country diagnostic visit, additional country-specific analysis and the international evidence base, the OECD team prepares a national diagnostic report.

#### ***Drafting of the report***

The OECD team will deliver a first draft of the national diagnostic report within two months following the country visit. The report of about 30-50 pages will comprise the SWOT diagnoses, additional analysis and examples of good practice from the visit. They will allow countries to see all information pertaining to their TPL systems at a glance and in relation to the international evidence base.

The country then provides comments and feedback on the empirical analysis and logic of the draft report and any factual errors. While the report remains confidential, the draft can be shared with stakeholders for feedback and comments. This may involve consulting the National Advisory Committee (if established) or other partners, such as different units within the education ministry, other government authorities and social partners. The OECD team considers and responds to the country's comments and provides a revised draft for the country's final review.

#### ***Dissemination of the report***

The national diagnostic reports will be made available on the OECD website. Participating countries are also encouraged to organise national dissemination events to present and discuss the study's findings. Countries bear the costs for any dissemination activities, but the OECD staff make their time available to participate in such events. Possible options include publication with a press release, a press conference or a larger dissemination event, such as a stakeholder conference. Participating countries may also invite the OECD for briefings with decision-makers in education. If at least five countries join the project, a final report will synthesise its findings on challenges, promising policies and innovative practices in continuing professional learning systems.

### **Further information**

For more information, please contact the project leader, Ms. Deborah Nusche ([deborah.nusche@oecd.org](mailto:deborah.nusche@oecd.org)).