OECD Teachers' Professional Learning (TPL) Study

Guidelines for Country Background Reports

OECD

BETTER POLICIES FOR BETTER LIVES

Introduction

The OECD Teachers' Professional Learning (TPL) study aims to provide policy makers, researchers and practitioner communities with a comprehensive picture of current systems and practices supporting teachers' professional learning. The study builds on the OECD Initial Teacher Preparation (ITP) study (2016-2018) and expands its scope beyond the first years of teaching to include teachers' continuing professional learning (CPL). This document focuses on the newly added strand of the study and provides guidelines for the preparation of a Country Background Report (CBR) on teachers' CPL. The guidelines incorporate feedback on earlier versions of this document, which were discussed at the project's launch meeting on 27-28 June 2019 at the OECD Boulogne Conference Centre in Paris. For further information on the study, please contact the project leader, Deborah Nusche (Deborah.Nusche@oecd.org).

Purpose of the Country Background Report

The CBR provides a valuable opportunity to all countries for comparative inquiry, stakeholder engagement and peer learning, building on a common framework developed by the OECD Secretariat with input from participating countries. In addition, for countries participating in the project with a diagnostic review, the CBR is a means to collect information available at the national level to prepare the team of experts prior to the country visit and to inform their analyses. As part of this process, the preparation of the CBR also aims to help countries to identify and work with a wide range of national actors and stakeholders involved in teachers' professional learning. Ideally, CBRs will provide an in-depth analysis of the context, goals, policies and key challenges concerning teachers' professional learning in individual countries.

The CBR has four main audiences:

1. The expert team who will visit each country to conduct a SWOT (Strength, Weakness, Opportunities, Threats) analysis of their TPL systems;

2. Those interested in teacher policy issues within the country concerned (the CBR can be an important means of focusing national attention on key issues that need to be addressed and drawing attention to policy initiatives);

3. The OECD Secretariat and other countries participating in the TPL study as an aid to sharing experiences and providing material for the final analytical report; and

4. Those interested in teacher policy issues at the international level and in other countries (all CBRs will be made available on the OECD website in a timely manner).

To serve these purposes, each CBR will need to be a coherent, self-contained document and not just a series of responses to the questions provided in the guidelines. To maximise opportunities for peer learning between participating countries, the CBRs will be written based on a common framework and in an accessible way.

Time schedule and due dates

The CBR is likely to take around three months to complete (one month for data collection, one month for drafting the main text and one month for proofreading and revising with various stakeholders involved). A draft of the CBR should be ready at least one month prior to the OECD team making its country diagnostic visit. It is possible to schedule more than three months for preparing the CBR if a country wishes to take more time. This needs to be agreed in advance so that the visit dates are scheduled accordingly.

In principle, the Secretariat will publish the CBRs on the OECD website no later than two months after the country visit. However, the Secretariat will set the appropriate publication schedule with respect to legislative regulations and rules of each country where needed. Each country has the right and opportunity to revise their CBR, if necessary, within this two-month period after the completion of the OECD diagnostic visit.

Process for the CBR preparation

National authorities will determine the process for commissioning and supervising the preparation of the CBR. The national authority may decide to prepare the report in house or to commission it to a researcher (or a group of researchers). The national co-ordinator will be responsible for ensuring that the CBR is completed on schedule.

A National Advisory Committee (NAC) comprising key stakeholder groups can 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, there will need to be other processes for ensuring that the CBR adequately reflects the views and perspectives of the different stakeholder groups concerned with teacher policy.

Authors may wish to cross-reference existing national or international reports. Where cross-references are made, they should be accompanied by a brief summary of the information or discussion concerned. It may also be helpful to attach extracts and results from related studies as supporting material to the CBR. Additionally, the CBR should have statistical and other data to support and illustrate points where appropriate and it should come with full bibliographic details.

Ownership

The ownership of and intellectual property rights to the CBR will be held by the national authority that is participating in the OECD study. The OECD does not have intellectual property rights to the CBR.

Language

The CBR can be prepared in English or French, the two languages of the Organisation. Some countries prepare their CBR in another language and then have it translated. To allow for the widest possible dissemination of the work, a link to each language version can be included upon request on the OECD website where the CBRs will be published.

Publication of the CBR

After seeking permission from the country concerned, the CBR will be placed on the OECD website to help disseminate the work. For this reason, the front page of each CBR will include a standard disclaimer. The suggested wording is as follows:

This report was prepared for the [national authority - using the appropriate title] as an input to the OECD Teachers' Professional Learning Study. The document was prepared in response to guidelines that the OECD provided to all countries. The opinions expressed are not necessarily those of the national authority, the OECD or its member countries.

In addition to the disclaimer, the cover should contain the following information: name of the authors, name of the OECD study, name of the country and date of completion (month/year). If the national authority wishes, it may publish the CBR on its own website, in book form, or both.

Length, structure and format of the CBR

The structure and scope of the CBR are aligned with the study's Design and Implementation Plan, which should be consulted alongside the CBR guidelines. The CBR should adopt the following structure, including an executive summary (1-2 pages), followed by contextual information on the school system and five sections addressing each of the study's analytical dimensions (see Figure 1):

- Table of contents
- List of tables and figures
- Executive summary
- Contextual information
- 1. Motivation: What shapes teachers' motivation to engage in CPL?
- 2. Access: How accessible is CPL for teachers?
- 3. Provision : How and by whom is CPL provided?
- 4. Content: How are CPL contents selected and developed?
- 5. Quality: How is the quality of CPL ensured?
- References
- Annexes

The text of the CBR should be between 30 and 40 single-spaced pages in length, i.e. each of the six substantive sections should be about 5-7 pages in length. Countries can include Annexes with additional materials in the form of tables, charts, diagrams and extracts from other documents where needed. The CBR should be provided in an electronic format suitable for placement on the OECD website.

The questions and instructions provided at the end of this document provide an indication of the information that should be included in each of the CBR's sections. The questions are intended to establish some degree of comparability across participating countries and draw out a coherent analysis and discussion of their respective policy concerns. Several questions in each section raise issues on which there is not likely to be clear evidence or where views

may differ among key stakeholders. Where this is the case, the CBR should indicate the range of views or opinions held by stakeholders and the main issues that are contested.

Countries may wish to combine, rephrase or expand certain questions in light of national circumstances. In some cases, for example, there might not be one national policy, but several local policies or a range of different approaches used by institutions or private bodies responsible for teachers' professional learning. Such nuances and differences in emphasis, both between and within countries, constitute one of the main interests of this study. The key requirement, however, is that the issues underlying the questions are addressed in each CBR.

Where possible, statistical and other data should be used to support and illustrate the information included in the CBR. To minimise the reporting burden on countries, hyperlinks to documents, reports and statistics that are readily available online are encouraged. Any material included or referred to in the CBR (legislation, formal agreements, research articles, literature reviews, surveys, evaluations, publications, administrative data, etc.) should be accompanied by a source and – in the case of statistical material – a brief note describing the data and how it was collected. If no data is available on a topic, this should be pointed out.

The guidelines in this document also include links to the most recent comparative data collected by the OECD on countries' CPL policies and practices. This data can serve as a starting point for countries' descriptions of a particular issue, but it needs to be complemented and contextualised with national information. It is important to note that some of the referenced data might be outdated. In particular, the guidelines provide links to **Education at a Glance (EAG) 2014** – the last edition of EAG which included an extensive data collection on teachers' CPL at the time of writing. These links are included here for your reference but should be used with caution and be contextualised with relevant updates.

Scope of the CBR

The TPL study's framework considers three levels of analysis: A) teachers – individually and collectively – who can be both recipients and providers of TPL, for example through peer coaching, professional learning communities or teacher networks, B) the school, including its leadership team and C) the system, including a range of actors who shape teachers' professional learning, such as different levels of the school administration, higher education institutions, teacher unions or professional associations and private training providers (see Figure 1).

Figure 1. Levels of analysis and analytical dimensions
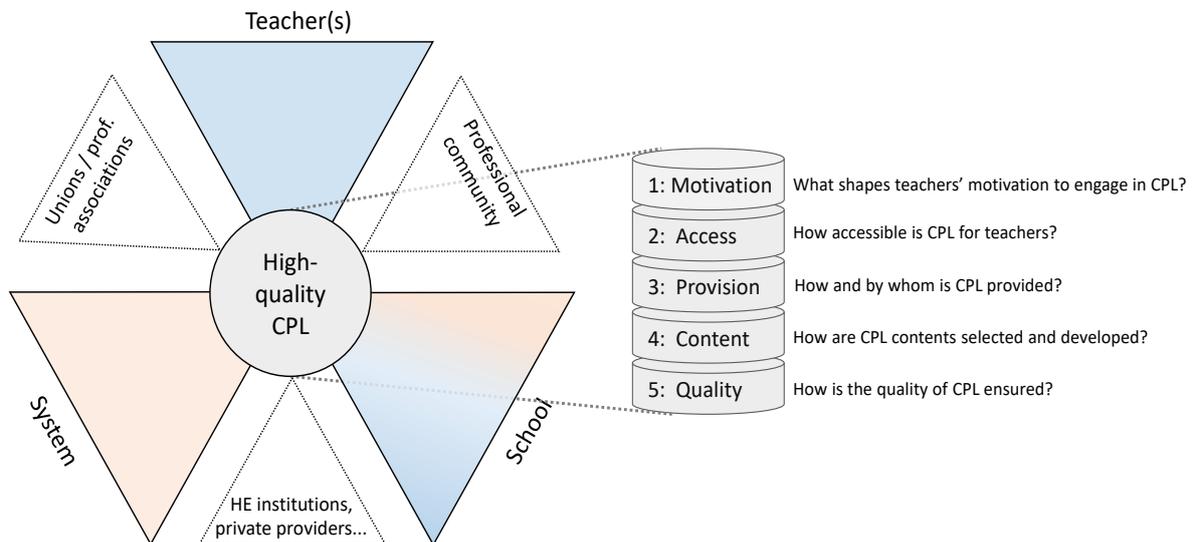
The TPL study covers the professional learning of teachers in school education from the primary to upper secondary level (ISCED 1-3). Countries engaging in a country diagnosis may choose to focus on one or more of these levels, based on their interests and needs and the information provided in the CBR should reflect the chosen scope of the diagnosis. Likewise, while the CBR is designed to apply to all of school education, countries may choose to include descriptions of relevant differences across sectors or highlight specific challenges and practices related to professional learning e.g. in the vocational sector, in SEN education, or in publicly funded private schools.

The TPL study seeks to cover the full range of teachers' professional learning activities. In order to reflect the rich and complex landscape of teachers' CPL, the CBR should therefore consider learning activities organised by different kinds of providers, taking place in different settings and spanning different degrees of formality. Table 1 provides a non-exhaustive set of examples of CPL activities covered by the TPL study, which can serve as a guide to ensure that the CBR covers the full range of learning activities:

- **Settings**: Teachers may pursue professional learning activities in a range of settings, including in their private time in settings of their choice (e.g. at home or in a library), on site in their own school, or off site (e.g. in training institutes, higher education institutions or teacher professional organisations).

- **Providers**: Learning activities may be provided by a range of actors, including higher education institutions, public agencies for teachers' professional development, local education authorities, teacher unions, professional associations, school inspectorates and private commercial providers. Practicing teachers can also play a critical role as providers of professional learning, e.g. through teacher networks, professional learning communities (PLCs) or peer mentoring.

- **Degrees of formality**: The distinction between formal and informal professional learning activities should be understood as a spectrum where more formal approaches typically involve organised, structured activities with the explicit goal to promote the acquisition of knowledge, skills and competences. Less formalised learning activities often emerge from teachers' daily work or involve practices whose goals and structures are developed over time by those who engage in them. Not all learning activities are recognised or regulated by teachers' official learning requirements or policies, but they should nevertheless be considered when completing the CBR.

Table 1. Examples of professional learning activities

Setting	more formal ← Typical degree of formality → less formal	
Private	Online courses and seminars	Exchange on online platforms
	Self-study with monitored outcomes	Self-study without monitored outcomes
School-based	Workshops and on-the-job training	Professional learning communities (1)
	Structured induction programmes	Peer exchange and collaboration
	Observation as part of formative appraisal	Peer and self-observation
	Structured coaching and mentoring	Ad-hoc coaching and mentoring
Off site	External courses and seminars	Inter-school exchanges
	Qualification programmes	Teacher networks
	Teacher conferences	

Note: (1) Professional learning communities (PLC) refer to school-based groups involving staff in collaborative professional development activities to improve teaching practices. They may be based on subject areas or grade levels and tend to involve sharing and critically interrogating practices in an ongoing, reflective, collaborative, learning-oriented way (Stoll et al., 2006).

Questions and instructions to guide the CBR preparation

Contextual information (~5-7 pages)

The purpose of this section is to provide general contextual information related to the structure of the school system, the teaching community and teachers' continuing professional learning. The section also serves to identify key authorities and stakeholders involved in CPL at different levels of the system and to elaborate on their strategic goals and the main objectives they try to achieve in CPL.

Key features of the school system and the teacher workforce

- What are the **key features of the school system** (incl. the levels of education, the different possible tracks, the number of schools; the distribution of students across different programmes [e.g. general/vocational] and sectors [public/private]; the starting school age and duration of compulsory education; the regulatory and legislative framework governing the school system; the responsibilities of local, regional and central authorities, etc.)?

- Have there been any **major changes** to the structure of the school system in the recent past? Are any major reforms currently considered?

- What are the main **pathways into the teaching career**? What are the prerequisites to enter the teaching profession? How are teachers recruited and assigned to schools?

- What are the **key features of teacher policies** (incl. contract types and employment status, appraisal system, teachers' career structure, the availability and use of teaching standards, roles and responsibilities of teachers, etc.)?

- What is the **profile of the current teacher workforce** (incl. gender, age, years of experience, number of teachers in each career stage, their level of training, etc.)?

- What are the main **trends and dynamics shaping the teacher workforce** (e.g. the number of applicants for ITP programmes and new entrants into the profession, teacher attrition and retirement rates, regional trends, shortages)?

- What is the **profile of the school leadership workforce** (in terms of different leadership roles, their age, gender, profession)? How are school leaders recruited? What are the prerequisites for school leadership roles and are there any programmes to prepare school leaders for their tasks?

- Have there been any **recent changes to teacher policies**? If so, what were they and what were the reasons for these changes?

- Are there any efforts to collect **system-wide data** on teachers' involvement in continuing professional learning? If so, please elaborate on the data collected.

Stakeholders and responsibilities for CPL

- Who are the **main stakeholders** in CPL?

  o Stakeholders can include, but are not limited to, education authorities at the central, regional or local levels, actors at the school level (e.g. principals, teachers), as well as teachers' unions and professional associations, practice-oriented communities such as professional learning communities and other external CPL providers such as HE/ITP institutions and private providers.

- What are the respective **responsibilities of education authorities, school leaders and other stakeholders** for ensuring that teachers benefit from high-quality CPL opportunities?

Key objectives and initiatives related to teachers' CPL

- What are the **main objectives** that the government and different stakeholders are trying to achieve through CPL? What are the **key political developments** and priorities that affect CPL?

- Are there any **official documents** outlining the system's (and different stakeholders') overall vision for CPL and its expected goals? Where such documents exist, how have they been developed and by whom?

- What are the **main concerns and challenges** around CPL in recent years, as perceived by different stakeholders and the government? What are the main **areas of disagreement** between stakeholders about teachers' professional learning? Elaborate on the main reasons for disagreement.

- What are the **latest policy reforms and innovations** affecting the overall CPL system, as well as those affecting each type of CPL activities (i.e. private, school-based and off-site CPL)?

- Are there any aspects of CPL that are currently **subject to re-examination** or that are currently being challenged? What are these aspects and which alternative policy options are currently being considered?

1. Motivation: What shapes teachers' motivation to engage in CPL? (~5-7 pages)

This section focuses on the factors that shape teachers' intrinsic and extrinsic motivation to engage in CPL. For further explanations and definitions, please see the study's [Design and Implementation Plan](#).

Requirements for teachers' engagement in CPL

- Are there any **requirements for teachers to engage in CPL**? If so, please elaborate on the nature of the requirements (the types of CPL activities recognised, their expected duration, etc.).

  - o Cf. EAG 2018 [D4.3 (column 15)](#) and EAG 2014 [D7.1 (columns 1-4)](#) for information on requirements for teachers' professional learning.

- **Who sets the requirements** and who monitors whether teachers meet the requirements or not? What consequences or penalties are there if teachers fail to meet the requirements?

Incentives for teachers' engagement in CPL

- Are there any **incentives** (e.g. links to teachers' compensation, career progression, formal appraisal, licence renewal, etc.) that encourage teachers' engagement in professional learning activities? Please specify the types of CPL that these incentives are intended to encourage.

  - o Cf. EAG 2019 [D3.7 (column 9)](#) and EAG 2015 [D7.6 (columns 2, 7, 12, 17, 22, 27)](#) for information on links to teachers' compensation and career progression.

- Have different stakeholders undertaken any other efforts **to raise teachers' interest in professional learning** and to encourage and recognise their voluntary engagement in CPL (e.g. information campaigns, issuing certificates, etc.)?

- Are there concerns around teachers' **lack of motivation or dissatisfaction** with the learning activities available? If so, what are the main reasons for low engagement or dissatisfaction?

2. Access: How accessible is CPL for teachers? (~5-7 pages)

This section focuses on teachers' entitlements and the funding of CPL activities as well as barriers and constraints that prevent teachers and schools from accessing diverse and high-quality professional learning opportunities. It also considers the policies and supports aimed at addressing these barriers and/or widening participation in CPL.

Note: the following questions concerning barriers and constraints are not limited to structured CPL provided in formal settings, but also more informal CPL activities in private, school-based and off-site settings.

Access, entitlements and funding of CPL activities

- Are teachers **entitled to engage in CPL**? If so, please specify which CPL activities the entitlements apply to, their scope (e.g. number of days per year) and whether there are any variations in entitlements across staff categories (e.g. by contract type or employment status).

- How is teachers' professional learning funded? Please describe different actors' responsibilities for funding CPL activities (mandatory and voluntary) and, if applicable, the **mechanisms for distributing funding for CPL** (e.g. earmarked funds). Please describe the overall investment in teachers' professional learning from different sources and its development over time.

  o Cf. EAG 2018 D6.8 (columns 3, 4, 9 and 10) for information on the levels of government at which decisions about managing resources for TPL are made.

Barriers and constraints to accessing CPL opportunities

- What are the **barriers or constraints that impede teachers** from accessing different types of CPL opportunities (e.g. limited time or financial resources, or insufficient information on learning opportunities)?

  o Cf. TALIS 2018 Tables I.5.37 – I.5.39 for self-reported information on teachers' barriers to participation.

- What are the **barriers or constraints that impede schools** from providing their teachers with different types of CPL opportunities (e.g. limited financial support, a lack of substitute teachers, limited access to qualified trainers, or unwillingness of teachers to collaborate in school-based CPL)?

- Are there any barriers to accessing CPL that apply to specific groups of teachers or schools (e.g. in specific areas, schools or levels of education, staff working part-time or flexible hours, etc.)?

- Are any CPL opportunities formally **restricted to selected teachers**? If so, what motivates the restrictions and what are the conditions for teachers' access?

Policies and supports to widen access to CPL opportunities

- What **types of support** are available for teachers **to fulfil their professional learning requirements** (e.g. guidelines, financial support to teachers or schools, time allocation, flexible scheduling, remote participation through ICT, etc.)?

  o Cf. EAG 2014 D7.1 (columns 11-15) and D7.3 (columns 9-13) for information on teachers' financial support for CPL and TALIS 2018 Table I.5.44 for self-reported information on teachers' support for CPL.

- What **types of support** are available for teachers when engaging in **voluntary PD and/or self-directed learning** (e.g. in private settings or less formalised learning communities)? This might include guidelines for effective professional learning, financial support or the formal recognition of informal or private learning activities.

- Who provides this support and **to whom is this support available** (e.g. does it extend to part-time teachers, substitute teachers and other pedagogical staff, such as teaching assistants)?

- How is **information about CPL opportunities** distributed among teachers (e.g. through central information portals, communication by professional associations or informal networks)?

  o Cf. EAG 2014 D7.4 (columns 11-16) for information on actors responsible for circulating such information.

- What role do **digital learning and online resources** play for teachers' professional learning?

- Are there any other **policies or initiatives aimed at widening access to CPL** opportunities (incl. through online resources or inter-school networks)? Do they target specific groups of teachers, areas, school types, or particular CPL contents and formats?

3. Provision: How and by whom is CPL provided? (~5-7 pages)

This section concerns the different formats in which professional learning opportunities are provided by a diverse range of actors. In addition to being recipients, teachers can be providers of CPL, both individually (e.g. as coaches, mentors and team teachers) and collectively (e.g. via networks, professional associations and unions).

Formats and providers of CPL activities

- Please describe the **settings and formats** (duration, frequency, follow-up activities, etc.) in which teachers' professional learning typically takes place.

  o Cf. TALIS 2018 Tables I.5.7-I.5.9 for self-reported information on the types of professional development undertaken by teachers.

- What **institutions and actors are involved in offering/organising CPL activities** (e.g. central or local authorities, school boards, schools, HE institutions, teacher unions and professional associations, private and commercial providers, etc.)? Please specify the main types and formats of CPL they provide (see Table 1 for a non-exhaustive list).

  o Cf. EAG 2014 D7.4 (columns 1-10) for information on the providers of professional development activities.

- In what ways do **teachers engage in the provision of CPL activities** (either collectively or individually e.g. as coaches or mentors)?

- Are there any initiatives or structural supports to encourage **school-based, teacher-led and collaborative CPL formats** (e.g. school-based learning communities and different kinds of offline, online, or blended learning networks)? If so, are there evaluations of their impact?

- What role do **school leaders or leadership teams** play in providing their teachers with learning opportunities or initiating school-based CPL activities?

- What are the **motivations/incentives for different providers** to offer CPL opportunities?

Regulations concerning the market for and provision of CPL

- Is there any regulatory **framework for the accreditation/authorisation** of school-based or externally provided CPL activities (e.g. to be eligible for financial support or to count towards teachers' compulsory CPL)? If so, please describe the authorities responsible for the process, the criteria used and how they were developed.

- Which CPL **activities in private settings** are officially recognised and what are the conditions for their recognition (e.g. in terms of contents, settings, frequency and providers)? For example, are teachers expected to align their private learning with system-level needs (e.g. based on professional standards) for it to be recognised?

- What is the profile of the **teacher trainers providing continuing professional development**? Do they need to undergo a licensing process or fulfil any minimum requirements?

4. Content: How are CPL contents selected and developed? (~5-7 pages)

This section focuses on the process by which the contents of CPL are selected and developed and how various stakeholders are involved in this process. In particular, it considers how CPL contents are aligned to respond to needs identified or forecast at different levels of the system. This includes system-wide training needs (e.g. arising from curricula reforms or changes in teacher standards), training needs identified by schools, as well as the personal learning needs identified by teachers themselves.

Identification of needs and development of CPL contents

- Are there any mechanisms to **forecast or assess teachers' professional learning needs** at the system, local or school levels (e.g. through surveys of teachers or schools, training needs analyses, appraisal processes, etc.)? If so, please describe the actors and procedures involved and the evidence used in the process.

- What tools are available for teachers to **identify their own training needs** (e.g. self-evaluation protocols, teacher professional standards, teacher appraisal) in order to align their professional learning to school and system-level goals?

- Who are the key actors involved in **selecting and developing contents** for different types of professional development activities? Do teachers participate in the creation and sharing of learning contents? What role do teachers and their professional organisations play in voicing their self-identified professional learning needs?

- Through what mechanisms are the contents of teachers' CPL steered and aligned with system-level **policy objectives, steering documents, etc.** (e.g. to ensure the CPL offer matches the curriculum, teacher standards, identified training needs and ITP programmes)?

Matching learning contents to teachers', schools' and system-wide needs

- What are the **main content areas of teachers' professional learning on offer** (e.g. content knowledge, pedagogical competencies, ICT skills, teaching SEN or immigrant students)? Are there any identified needs that are underserved by the current training offer?

  o Cf. TALIS 2018 Tables I.5.18 – I.5.23 for self-reported information on the content covered by teachers' professional development activities and their remaining learning needs.

- What role do school leadership and education authorities play in the **selection of teachers' professional development contents**? Do they create professional development plans, and recommend or approve teachers' self-selected learning contents? Can they mandate teachers' engagement in specific activities and if so, under what conditions and to what extent?

  o Cf. EAG 2014 D7.1 (columns 5-10) and D7.3 (columns 1-7) for information on who decides which PD activities teachers undertake and TALIS 2013 Table 3.3 for self-reported information on principals' preparation of PD plans.

- How are teachers' self-identified learning needs aligned with the training needs identified at the school or system level? How are tensions between teachers' self-identified learning goals and the system or school-level development plans addressed if they arise?

- Are there any strategies to **identify, codify and scale up learning contents and practices** that have proven to be successful at the local level?

- How are teachers supported in **transferring CPL contents to their classrooms** and applying them in practice?

5. Quality: How is the quality of CPL ensured? (~5-7 pages)

This section intends to describe how different actors involved in CPL define, measure and seek to improve the quality and effectiveness of teachers' professional learning practices. This includes monitoring and evaluation procedures, accountability structures and support strategies at different levels of the system.

Note: When answering the questions below, please consider the full range of CPL activities, including different formats (e.g. MOOCs, seminars, etc.) and settings (incl. e.g. teacher-led activities in professional learning communities or in private settings). Please indicate if no evaluation criteria or quality assurance mechanisms exist for some of these learning activities.

Quality assurance systems and improvement initiatives for CPL

- What **quality assurance mechanisms** are used to ensure the quality of teachers' continuing professional learning (at the system, school and teacher levels), e.g. accreditation of providers, qualification requirements for professionals providing teachers' CPL? Who is responsible for quality assurance?

- How is the **effectiveness of teachers' CPL** defined and evaluated? If there are regular or systematic evaluations, who conducts them? How are results of evaluations (including self-evaluations) used by different actors at different levels of the system?

- What are the main quality criteria guiding the **evaluation of CPL activities** (i.e. is the focus on outcomes, inputs, contents and/or processes)? What sources of evidence are used to evaluate them? Are there any evaluations of the impact of CPL on teaching practices and student learning?

- If there are **common standards or guidelines** for high-quality CPL, how and by whom have they been developed? Do they vary by type of learning activity (i.e. different settings and formats)? Please elaborate if distinct quality criteria are used at different levels of the system and by different stakeholders.

- How is the quality of teachers' **private and self-directed professional learning** supported, measured and recognised (e.g. though guidelines, self-evaluation tools or formative appraisal)?

- What systems are in place to verify and **monitor the quantity and quality** of teachers' engagement in CPL activities (e.g. audits of teachers' CPL records, etc.)?

- Is it common practice for schools to prepare **professional development plans** for teachers and the school as a whole? Are these informed by internal self-evaluation procedures?

  o Cf. EAG 2014 D7.2 (columns 2 & 3) and D7.3 (column 8) for information on requirement for and use of PD plans and TALIS 2013 Table 3.3 for self-reported information on principals' preparation of PD plans.

- What are the **main concerns, target areas and ongoing initiatives for quality improvement** in the CPL system? Who are the key actors pushing for the improvement of CPL and what roles do different actors play in the process? If available, please provide evidence of the impact of such initiatives and any recent research or evaluation results to illustrate challenges.