Teachers Matter: Attracting, Developing and Retaining Effective Teachers

www.oecd.org/edu/teacherpolicy

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Outline of Presentation

1. **Key features** of the OECD Project *Attracting, Developing and Retaining Effective Teachers*

2. The **relevance and importance** of teacher policy

3. Broad **directions for policy development**
Part 1: Key features of the OECD project *Attracting, Developing and Retaining Effective Teachers*
The OECD project’s contribution

A collaborative, cross-national process to:

- Better understand the nature of the concerns
- Analyse the factors that shape the attraction, development and retention of effective teachers
- Identify policy options and the conditions under which they are successfully implemented
- Help countries to learn from each other
Analytical approach

The Project has drawn on country experience and research to identify a range of policy directions in five main areas:

1. Making teaching an attractive career choice
2. Developing teachers’ knowledge and skills
3. Recruiting, selecting and employing teachers
4. Retaining effective teachers in schools
5. Developing and implementing teacher policy

25 participating countries

Australia, Austria, Belgium (Flemish and French Comm.), Canada (Quebec), Chile, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Israel, Italy, Japan, Korea, Mexico, the Netherlands, Norway, Slovak Republic, Spain, Sweden, Switzerland, United Kingdom, United States.
Methodology

- Cross-Country Collaboration;
- Country Background Reports;
- National Co-ordinator;
- National Advisory Committee;
- Workshops and Seminars;
- Country Visits (for some countries);
- Country Review reports (for countries visited);
- Commissioned Papers;
- Extensive Reviews of Literature;
- Data Analyses.
Part 2: The relevance and importance of teacher policy
The Impact of Teachers and Teaching on Student Learning

Three broad conclusions emerge from research on student learning

1. Largest source of variation in student learning is attributable to differences in what students bring to school – their abilities and attitudes, and family and community background.

2. Of those variables which are potentially open to policy influence, factors to do with teachers and teaching are the most important influences on student learning.