

Foreword

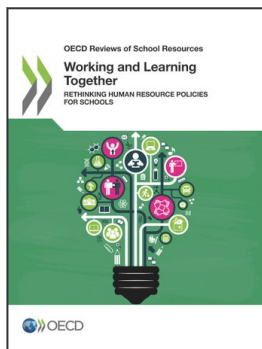
This report is the third in a series of thematic comparative reports which brings together findings from the OECD Review of Policies to Improve the Effectiveness of Resource Use in Schools (School Resources Review). The first report, *The Funding of School Education: Connecting Resources and Learning*, was published in 2017 and analysed school funding policies. The second report, *Responsive School Systems: Connecting Facilities, Sectors and Programmes for Student Success*, published in 2018, analysed the organisation of school infrastructure and services. This third report in the series analyses human resource policies defined as those actions that shape who school staff are and what they do, through decisions on careers, staff distribution, and professional learning.

The School Resources Review was launched in 2013 to help countries learn from one another by exchanging best practices, and to gather and disseminate evidence on effective school resource policies. The project highlights issues and explores ideas that may be difficult to raise in national debates. It seeks to inform discussions among stakeholders with new perspectives that are based on research and evidence from different contexts.

This publication draws extensively on the experience of the 21 school systems that were actively engaged in its preparation. These systems vary significantly in their economic and social contexts, and illustrate a wide range of approaches in their policies. This approach allows the report to take a comparative perspective on key issues. Although the analysis also considers the broader research literature and evidence from other OECD and partner countries, it is nevertheless important to acknowledge that the report – to a certain extent – reflects the practices and priorities of the participating countries.

Readers should not take the examples cited in the report to reflect international best practice, but rather as an illustration of a wide range of experiences and lessons learned. In addition, readers should bear in mind that initiatives that work well in one context are not necessarily transferable to others. The review has attempted to be sensitive to this by analysing policies in relation to the values, vision and organisation of different countries' school systems, as well as their broader economic, social, political and cultural contexts.

This report was co-authored by Luka Boeskens, Deborah Nusche and Thomas Radinger (co-ordinator) from the OECD Directorate for Education and Skills and David Liebowitz (University of Oregon, formerly with the OECD), with analytical contributions from Makito Yurita (on secondment to the OECD from Japan's National Institute for School Teachers and Staff Development). The work on this report was led by project manager Deborah Nusche under the responsibility of Paulo Santiago, Head of the Policy Advice and Implementation Division. David Liebowitz co-ordinated the initial structure and outline of this report, with analytical contributions from Samuel Kim. Yael Jacoby and Aoife Kenna provided research assistance and summarised key areas of the literature during their internships with the project. Cláudia Sarrico contributed to shaping the report as interim project manager between April and October 2018. Claire Berthelier was responsible for copy-editing, formatting and layout. Rachel Linden supported the report's production; Sophie Limoges assisted with the design of the publication cover; Alison Burke supported communications and dissemination.



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