

## Appendix 1

### HOW THE ACTIVITY WAS CONDUCTED

#### Background to the OECD Activity

The OECD Education Committee launched the Activity *Attracting, Developing and Retaining Effective Teachers* in April 2002. The OECD Education Ministers placed great importance on teachers in their April 2001 Communiqué *Investing in Competencies for All*. They set out a challenging agenda for schools in responding to rapidly changing societal needs and in providing the foundations for lifelong learning. The Ministers also drew a clear connection between the challenges facing schools and the capacity of the teaching profession.

*“We have reviewed some of the development options for our schools. The more optimistic of these could be jeopardised if a serious teacher shortage occurs. We need to explore together strategies to attract and retain high-quality teachers and school principals.”* Investing in Competencies for All, (p.4).

Teacher policy issues were also a focus of the meeting of OECD Education Ministers held in Dublin in March 2004. That meeting, which was concerned with *Raising the Quality of Learning for All*, included a discussion of policy initiatives to improve teacher supply and effectiveness. Ministers noted that “the quality of teachers and their work are key determinants of student learning and the improvement of school systems.” (Dempsey, 2004).

#### Purposes of the OECD Activity

The OECD Activity was designed to respond to the strong interest in teacher policy issues evident at national and international levels. The overall purpose was to provide policy makers with information and analysis to assist them in formulating and implementing teacher policies leading to quality teaching and learning at the school level. The project’s purposes, analytical framework and methodology are detailed in OECD (2002a). The main objectives were:

- To synthesise research on issues related to policies concerned with attracting, recruiting, retaining and developing effective teachers.
- To identify innovative and successful policy initiatives and practices.
- To facilitate exchanges of lessons and experiences among countries.
- To identify options for policy makers to consider.

The Activity was intended to extend and add value to the existing body of international work on teachers. The critical role that teachers play is reflected in a wide variety of other OECD activities including *Staying Ahead: In-service Training and Teacher Professional Development* (OECD, 1998), *Teachers for Tomorrow's Schools* (OECD and UNESCO, 2001) and the work by the Centre for Educational Research and Innovation (CERI) on *Schooling for Tomorrow* (OECD, 2001) and developing teachers' skills in formative assessment (OECD, 2005). In addition, the OECD has led a major effort to strengthen the international comparative database on teachers, including the annual publication *Education at a Glance: OECD Indicators*, and the developmental work of the Indicators of Education Systems (INES) *Taskforce on Teaching and Learning*. The latter, to a great extent building on the OECD Teacher Policy Activity, has established the foundations of an international survey of teachers, teaching and learning which it is proposed will be conducted periodically.

The growing attention to teacher policy is also evident in the work of other international organisations, including: the Council of Europe; the European Commission; the European Training Foundation; Eurydice; the International Association for the Evaluation of Educational Achievement (IEA); the International Labour Organisation (ILO); the United Nations Educational, Scientific and Cultural Organization (UNESCO); UNESCO European Centre for Higher Education (CEPES); UNESCO International Institute for Educational Planning (IIEP); and the World Bank. The OECD Activity has benefited from close co-operation with these international organisations, and with the Business and Industry Advisory Committee to the OECD (BIAC) and the Trade Union Advisory Committee (TUAC).

The Activity focused on primary and secondary schools. It encompassed vocational programmes that serve secondary students, and special education programmes that enrol students of school age, although in practice few of the country reports provided much data on vocational or special needs teachers. The Activity's design included both public and private schools, although in practice much of the country data and policy discussion has concentrated on schools in the public sector. While the major focus was on teachers, the scope included other staff working in schools, and the ways in which their roles interact with those of teachers.

## Methodology and Country Participation

### *Cross-Country Collaboration*

The Activity was based on volunteer countries working collaboratively with each other and with the OECD Secretariat. It involved examining country-specific issues and policy responses in attracting, developing and retaining effective teachers, and placing these experiences within a broader, international framework to generate insights and findings relevant to countries as a whole.

The collaborative approach provided countries with an opportunity to learn more about themselves by examining their experiences against those of other countries. It was also intended to add to the broader knowledge base by accumulating international evidence on the impact of policy reforms, and the circumstances under which they work best.

### ***Two Complementary Strands***

The project involved two complementary approaches: an *Analytical Review strand*; and a *Country Review strand*. The Analytical Review strand used several means – Country Background Reports, literature reviews, data analyses and commissioned papers – to analyse the factors that shape attracting, developing and retaining effective teachers, and possible policy responses. All 25 participating countries were involved in this strand. In addition, nine countries also chose to host a Country Review, which involved external review teams undertaking an intensive case study visit whose conclusions were then reflected in a Country Note.

### ***Participating Countries***

The countries taking part in the project were:

- *Analytical Review strand* (25 countries, involving 26 Background Reports): Australia; Austria; Belgium (Flemish Community); Belgium (French Community); Canada (Québec); Chile; Denmark; Finland; France; Germany; Greece; Hungary; Ireland; Israel; Italy; Japan; Korea; Mexico; the Netherlands; Norway; the Slovak Republic; Spain; Sweden; Switzerland; the United Kingdom; the United States.
- *Country Review strand* (9 countries involving 10 review visits): Austria; Belgium (Flemish Community); Belgium (French Community); Germany; Hungary; Italy; Korea; Spain; Sweden; Switzerland.

### ***National Co-ordinator***

Each participating country appointed a National Co-ordinator. The Co-ordinator was responsible for: communications with the OECD Secretariat about the Activity; communications within the country about the Activity; ensuring that the Country Background Report was completed on schedule; liaising with the OECD Secretariat about the organisation of the review team visit for those countries which participated in the country review strand; attending international meetings and workshops associated with the Activity; co-ordinating country feedback on draft materials; and assisting with dissemination activities. National Co-ordinators are listed in Table A.1.

### ***National Advisory Committee***

Most participating countries appointed a National Advisory Committee representing key stakeholder groups. Its role included supporting the work of the National Co-ordinator, overseeing the preparation of the Country Background Report, and assisting in the Activity more generally. Where a country decided not to establish a National Advisory Committee, it established processes for ensuring that the Country Background Report adequately reflected the views and perspectives of the different stakeholder groups concerned with teacher policy.

### ***Country Background Report***

All participating countries prepared a Country Background Report. These were prepared in response to a common set of issues and questions, and used a common framework to facilitate comparative analysis and to maximise the opportunities for countries to learn from each other. The Background Reports were a major source of material for this report. The guidelines for preparing the Country Background Reports are detailed in OECD (2002a).

The Country Background Reports were intended to be about 70 pages in length and to be structured around the following main chapters:

1. *National context*
2. *The school system and teaching workforce*
3. *Attracting able people into the teaching profession*
4. *Educating, developing and certifying teachers*
5. *Recruiting, selecting and assigning teachers*
6. *Retaining effective teachers*

Table A.1. **National Co-ordinators in the Participating Countries**

<b>Country</b>	<b>National Co-ordinator</b>
Australia	Ms. Georgina Webb, Department of Education, Science and Training
Austria	Ms. Dagmar Hackl, Federal Ministry of Education, Science and Culture (until November 2003 and from May 2004) Ms. Sonja Euler, Federal Ministry of Education, Science and Culture (from December 2003 to May 2004)
Belgium (Flemish Comm.)	Mr. Guy Janssens, Ministry of Education of the Flemish Community
Belgium (French Comm.)	Mr. Dominique Barthélémy, Ministry of the French Community of Belgium
Canada (Québec)	Mme Sylvie Turcotte, Ministry of Education, Québec
Chile	Ms. Vivian Heyl, Ministry of Education
Denmark	Mr. Laust Joen Jakobsen, Centre for Higher Education, Greater Copenhagen Mr. Jørgen Thorslund, Centre for Higher Education, Greater Copenhagen
Finland	Ms. Birgitta Vuorinen, Ministry of Education (until December 2002) Ms. Maija Innola, Ministry of Education (from January 2003)
France	Mme Nadine Prost, Ministry of National Education, Higher Education and Research
Germany	Mr. Michael Krueger, Ministry of Education of Hesse
Greece	Mr. George Bagakis, Education Research Centre of Greece Ms. Fani Stylianidou, Education Research Centre of Greece
Hungary	Mr. László Limbacher, Ministry of Education
Ireland	Mr. Ian Murphy, Department of Education and Science, (until September 2003) Ms. Emer Egan, Department of Education and Science (from October 2003)
Israel	Ms. Nora Cohen, Ministry of Education Ms. Ruth Zuzovsky, Tel-Aviv University
Italy	Ms. Caterina Vegliione, Ministry of Education, Universities and Research
Japan	Mr. Noriyuki Takeshita, Ministry of Education, Culture, Sports, Science and Technology (until July 2004) Mr. Hayashi Towatari, Ministry of Education, Culture, Sports, Science and Technology (from July 2004)
Korea	Ms. Ee-gyeong Kim, Korean Educational Development Institute
Mexico	Ms. Dulce María Nieto de Pascual, Ministry of Public Education (until November 2003) Mr. Francisco Deceano, Ministry of Public Education (from December 2003) Mrs. Maria del Refugio Guevara, Ministry of Public Education (from December 2003)
Netherlands	Mr. Ben van der Ree, Ministry of Education, Culture and Science (until December 2002) Mr. Hans Ruesink, Ministry of Education, Culture and Science (from January 2003)
Norway	Mr. Vidar Sollien, Norwegian Board of Education
Slovak Republic	Mr. Vladislav Rosa, State School Inspection
Spain	Ms. Myriam Valle, Ministry of Education, Culture and Sport (until September 2002) Ms. Paz De La Serna, Ministry of Education, Culture and Sport (from October 2002)
Sweden	Ms. Ingrid Holmbäck-Rolander, Ministry of Education and Science (until August 2003) Ms. Annelie Stråth, Ministry of Education and Science (from September 2003) Ms. Ann-Katrin Wirén, Ministry of Education and Science (from September 2003)
Switzerland	Mr. Stefan Denzler, Swiss Coordination Centre for Research in Education Mr. Stefan Wolter, Swiss Coordination Centre for Research in Education
United Kingdom	Ms. Hazel Briant, Department for Education and Skills (from October 2002 to March 2004) Ms. Hilary Emery, Department for Education and Skills Mr. Max Galla, Department for Education and Skills (from May 2004) Mr. Robert Mace, Department for Education and Skills (until February 2003)
United States	Ms. Kate Walsh, National Council on Teacher Quality

Chapters 3 to 6 concentrate on the identification of the main policy concerns, a description of trends and main causal factors, and a discussion on relevant policy initiatives and their impact.

The work on the Country Background Reports took place mainly between June 2002 and December 2003. Countries differed somewhat in the time they joined the study and time needed to complete and publish their Country Background Report. Countries also differed in the extent to which they were able to include current data and policy developments in their reports. Therefore the Country Background Reports do not all refer to the same period, although most encompass developments up to about 2002. In early 2004 some countries prepared updates on their Country Background Report for publication on the project website.

The Country Background Report is intended for four main audiences: the OECD Secretariat and other countries participating in the Activity as an aid to sharing experiences and providing material for this report; the team of external reviewers who visited the countries who took part in the Country Review strand; those interested in teacher policy issues within the country concerned; and those interested in teacher policy issues at the international level and in other countries. The authors of the Country Background Reports are listed in Table A.2.

Table A.2. Authors of the Country Background Reports

Country	Authors
Australia	Mr. Malcolm Skilbeck, Connell Skilbeck Educational Consultancy and Research Ms. Helen Connell, Connell Skilbeck Educational Consultancy and Research
Austria	Ms. Dagmar Hackl, Federal Ministry of Education, Science and Culture
Belgium (Flemish Community)	Mr. Geert Devos, University of Ghent / Vlerick Management School Ms. Karlien Vanderheyden, University of Ghent / Vlerick Management School
Belgium (French Community)	Mme Jacqueline Beckers, Université de Liège M. Steve Jaspar, Université de Liège Mme Marie-Catherine Voos, Université de Liège
Canada (Pan-Canadian Overview)	Council of Ministers of Education
Canada (Quebec)	M. Clermont Gauthier, Université Laval M. M'hammed Mellouki, Université Laval
Chile	Co-ordinated by: Ms. Paula Darville, Ministry of Education Mr. Mauricio Farias, Ministry of Education Mr. Cesar Muñoz, Ministry of Education, under the supervision of Vivian Heyl, Ministry of Education
Denmark	Mr. Jens Christian Jacobsen, Centre for Higher Education, Greater Copenhagen Mr. Jørgen Thorslund, Centre for Higher Education, Greater Copenhagen
Finland	Ms. Maija Innola, Ministry of Education Mr. Touko Hilasvuon, Ministry of Education Ms. Armi Mikkola, Ministry of Education Ms. Kristiina Volman, Ministry of Education Ms. Birgitta Vuorinen, Ministry of Education
France	Mme Françoise Cros, Conservatoire National des Arts et Métiers M. Jean-Pierre Obin, Inspecteur général de l'éducation nationale

Table A.2. Authors of the Country Background Reports (*Continued*)

Germany	The background material had a number of separate components: – Country Background Report: Secretariat of the Standing Conference of the Ministers of Culture of the Länder. – Supplement to the Country Background Report: Peter Döbrich, Klaus Klemm, Georg Knauss and Hermann Lange. – Trade Union views at Federal Level: by DBB ( <i>Deutscher Beamtenbund</i> , German Federation of Civil Servants); and GEW ( <i>Gewerkschaft Erziehung und Wissenschaft</i> , Trade Union of Education and Science). – Länder Background Reports: Baden-Württemberg: Ministry of Education, Youth and Sport. Brandenburg: Ministry of Education, Youth and Sport. Hamburg: Department for Education and Sport (edited by Monika Renz). North-Rhine Westphalia: Ministry of Schools, Youth and Children (edited by Günther Neumann); report complemented with contributions from local stakeholders.
Greece	Ms. Fani Stylianidou, Education Research Centre of Greece Mr. George Bagakis, Education Research Centre of Greece Mr. Dimitris Stamovlasis, Education Research Centre of Greece
Hungary	Co-ordinated and edited by László Limbacher, Ministry of Education, with contributions from: – Anna Imre, Nóra Imre, Mária Nagy, Tamás Schüttler, National Institute of Public Education. – Mihály Kocsis, University of Pécs. – Mária Beáta Varga and Magdolna Faragó-Soós, Ministry of Education. – Péter Galasi and Júlia Varga, Budapest University of Economic Sciences and Public Administration.
Ireland	Mr. John Coolahan, National University of Ireland Maynooth
Israel	Ms. Ruth Zuzovsky, Tel-Aviv University Ms. Smadar Donitsa-Schmidt, Tel-Aviv University
Italy	Mr. Rosario Drago, Ministry of Education, Universities and Research Appendix on the “burn-out syndrome” among teachers by Mr. Giorgio Basaglia and Mr. Vittorio Lodolo D’Oria
Japan	Mr. Kazumitsu Fujita, Ministry of Education, Culture, Sports, Science and Technology
Korea	Ms. Ee-gyeong Kim, Korean Educational Development Institute Ms. You-kyung Han, Korean Educational Development Institute
Mexico	Ms. María del Refugio Guevara, Ministry of Public Education Ms. Laura Elena González, Ministry of Public Education
Netherlands	Ms. Marion Meesters, Bureau Meesters en Oudejans
Norway	Ms. Selma Therese Lyng, Work Research Institute Mr. Jon Frode Blichfeldt, Work Research Institute
Slovak Republic	Co-ordinated and edited by Mr. Matej Be o, Institute for Information and Prognoses of Education, with contributions from: – J. Herich, M. Lipská, J. Rašková, E. Rebrošová, J. Smida, P. Straka, L. Šim áková, E. Tomanová, M. Zvalová, and P. Zverka, Institute for Information and Prognoses of Education. – V. Rosa, L. Tužinský, and S. Christenko, State School Inspection, Bratislava. – E. Petlák, University of Constantinus Philosopher in Nitra. – M. Novák, Methodical-Pedagogical Centre in Banská Bystrica.
Spain	Mr. Ernesto Ortiz Gordo Mr. Virgilio Sanz Vallejo Mr. Juan José Alvarez Prieto
Sweden	Produced jointly through collaboration between the Ministry of Education and Science (Ms. Ingrid Holmbäck-Rolander, Ms. Annelie Stråth and Ms Ann-Katrin Wirén), Uppsala University (Ms. Maria Folke-Fichtelus and Mr. Ulf P. Lundgren), and the other members of the National Advisory Committee
Switzerland	Ms. Karin Müller Kucera, Education Research Center (SRED), Geneva Mr. Martin Stauffer, Swiss Conference of Cantonal Ministers of Education (CDIP/EDK), Bern
United Kingdom	Mr. Alistair Ross, London Metropolitan University Mr. Merryn Hutchings, London Metropolitan University
United States	Ms. Kate Walsh, National Council on Teacher Quality

Note: The Country Background Reports are available from: [www.oecd.org/edu/teacherpolicy](http://www.oecd.org/edu/teacherpolicy)

### Country Review Visits

Another major source of material for this report was the set of Country Notes prepared by the external review teams that visited countries taking part in the Country Review strand. By providing an external perspective on teacher policy issues in the countries

concerned, the Country Notes were also intended to contribute to national discussions, as well as inform other countries about policy innovations underway.

For each country visited, a team of up to five reviewers (including at least one OECD Secretariat member) analysed the Country Background Report and associated materials and subsequently undertook an intensive case study visit of about 10 days in length. The reviewers were selected in consultation with the country authorities to ensure that they had experience relevant to the main policy issues in the country concerned. The study visit aimed to provide the review team with a variety of perspectives on teacher policy and included meetings with senior policy makers, teachers, parents, school principals, teacher unions, teacher educators and researchers; visits to schools and teacher education institutions were also included. The objective was to accumulate sufficient information and understanding on which to base the analysis and policy recommendations. Details on the country review visits are given in Table A.3.

Table A.3. **Thematic Country Reviews and Team Members**

Country	Review team
Austria 27 April – 6 May 2003	Mr. Phillip McKenzie, OECD Secretariat Ms. Françoise Delannoy, formerly with The World Bank, France (Rapporteur) Mr. Ben van der Ree, formerly with the Ministry of Education, Culture and Science, the Netherlands Mr. Stefan Wolter, Swiss Co-ordination Centre for Research in Education, Switzerland
Belgium (Flemish Community) 3-12 November 2002	Mr. Phillip McKenzie, OECD Secretariat (Rapporteur) Mr. Paulo Santiago, OECD Secretariat Ms. Hilary Emery, Department for Education and Skills, United Kingdom Ms. Anne Sliwka, University of Erfurt, Germany
Belgium (French Community) 9-17 June 2003	Mr. Paulo Santiago, OECD Secretariat Mr. Claude Lessard, University of Montreal, Canada (Rapporteur) Mr. Jeannot Hansen, Ministry of Education, Luxembourg Ms. Karin Müller Kucera, Education Research Centre (SRED), Geneva, Switzerland
Germany 14-26 September 2003	Mr. Paulo Santiago, OECD Secretariat Mr. Gábor Halász, National Institute of Public Education, Hungary (Rapporteur) Mr. Mats Ekholm, National Agency for School Improvement, Sweden Mr. Peter Matthews, Office for Standards in Education (Ofsted), United Kingdom Mr Phillip McKenzie, OECD Secretariat (Brandenburg visit only)
Hungary 8-17 June 2003	Mr. Phillip McKenzie, OECD Secretariat Mr. Dale Ballou, Vanderbilt University, United States (Rapporteur) Mr. Michael Andersen, Danish Evaluation Institute (EVA), Denmark Mr. Ewald Brunner, University of Jena, Germany
Italy 12-23 May 2003	Ms. Yael Duthilleul, OECD Secretariat and The World Bank Mr. Ulf Lundgren, University of Uppsala, Sweden (Rapporteur) Mr. Ian Murphy, Department of Education and Science, Ireland Ms. Maria Jesus San Segundo, University Carlos III, Spain
Korea 20-29 April 2003	Mr. Paulo Santiago, OECD Secretariat Mr. John Coolahan, National University of Ireland Maynooth, Ireland (Rapporteur) Mr. Akira Ninomiya, University of Hiroshima, Japan Ms. Rowena Phair, Ministry of Education, New Zealand
Spain 8-18 June 2003	Ms. Yael Duthilleul, OECD Secretariat and The World Bank Ms. Françoise Cros, University Paris V, France (Rapporteur) Mr. Christian Cox, Ministry of Education, Chile Mr. Kari Kantasalmi, University of Helsinki, Finland
Sweden 18-27 May 2003	Mr. Phillip McKenzie, OECD Secretariat Mr. Geert Devos, University of Ghent / Vlerick Management School, Belgium (Rapporteur) Mr. Lawrence Ingvarson, Australian Council for Educational Research, Australia Mr. Frode Hauge, Ministry of Education, Norway
Switzerland 9-18 March 2003	Mr. Paulo Santiago, OECD Secretariat Mr. Alan Wagner, State University of New York at Albany, United States (Rapporteur) Mr. Christian Thieme, Standing Conference of the Ministers of Education and Culture (KMK), Germany Ms. Danielle Zay, Université Charles de Gaulle Lille 3, France

Note: The Country Notes prepared by the review teams are available from: [www.oecd.org/edu/teacherpolicy](http://www.oecd.org/edu/teacherpolicy)

### ***Data Request***

In addition to the Country Background Reports, all countries supplied data on teachers in areas that were not already available through the OECD's Indicators of Education Systems (INES) project. The data covered the supply and mobility of teachers, teacher vacancies, the appointment and qualifications of teachers, union membership and retirement age. Countries drew on existing data sets to supply the information, and did not engage in any new data collections. Selected indicators derived from some of these data are used in several parts of this report. These indicators must be treated cautiously, however, since most countries were only able to supply limited data, and the data were not originally collected with a view to international comparability. The data provided by countries have been helpful in mapping the current availability of data on teachers, and identifying priorities for further work. The latter was undertaken in close collaboration with the Indicators of Education Systems (INES) *Taskforce on Teaching and Learning*.

### ***Commissioned and Background Papers***

The Activity was enriched through two commissioned papers and one literature review taking up particular issues in depth:

- *The Economic Cycle and Teacher Supply*, 2003, by Peter Dolton, University of Newcastle-upon-Tyne and London School of Economics; Andrew Tremayne, University of York and University of Sydney; and Tsung-Ping Chung, London School of Economics.
- *School Leaders: Changing Roles and Impact on Teacher and School Effectiveness*, 2003, by Bill Mulford, University of Tasmania.
- *Performance-Based Rewards for Teachers: A Literature Review*, 2003, by Owen Harvey-Beavis, University of Melbourne.

In addition, two background reports were prepared to assist the conceptualisation and preparation of the Activity:

- *Teacher Demand and Supply: Improving Teaching Quality and Addressing Teacher Shortages*, 2002, by Paulo Santiago, OECD Secretariat.
- *Teacher Education and the Teaching Career in an Era of Lifelong Learning*, 2002, by John Coolahan, National University of Ireland, Maynooth.

### ***Experts Meeting and National Representatives Meeting***

At the conceptualisation stage, the Activity derived great benefit from the views and perspectives of a group of researchers and policy-makers convened at an *Experts meeting* organised in Paris on January 2002. The group was composed of Peter Dolton (University of Newcastle-upon-Tyne and London School of Economics), Richard Ingersoll (University of Pennsylvania), Guy Janssens (Ministry of the Flemish Community, Belgium), Alain Michel (Inspection générale de l'éducation nationale, France), Rowena Phair (Ministry of Education, New Zealand), Joron Pihl (Oslo University College, Norway), Juana Sancho Gil (University of Barcelona, Spain) and Jan van Ravens (Ministry of Education, the Netherlands).

In addition, prior to the launching of the Activity, a meeting of national representatives was organised in Paris on March 2002 with the participation of 19 countries, relevant stakeholders and other international organisations. The meeting outlined the way in which



countries could take part and led to a final agreement regarding the design and implementation plan for the Activity.

### *Workshops*

In order to facilitate sharing of lessons and experiences among participating countries, country-hosted workshops were periodically organised throughout the Activity. In addition to the country presentations, international experts and key stakeholders were invited to contribute to the debate. Details on the workshops are provided in Table A.4.

Table A.4. **Workshops of Participating Countries**

<b>Date and location</b>	<b>Hosts</b>	<b>Main Issues treated</b>
Brussels, Belgium 27-28 May 2002	Ministry of Education of the Flemish Community of Belgium	<ul style="list-style-type: none"> <li>– Preparation of Country Background Reports.</li> <li>– Data needs and developments.</li> <li>– Eurydice work on lower secondary teachers.</li> <li>– Attracting and retaining effective teachers in the Flemish Community.</li> </ul>
Paris, France 25-26 November 2002	OECD	<ul style="list-style-type: none"> <li>– Country progress on the Activity.</li> <li>– Work on teachers by other International Agencies.</li> <li>– Thematic discussion groups (improving teacher recruitment and supply, strengthening teacher competencies, reorganising teachers' work and the role of support staff).</li> <li>– Improving the information base for teacher policy (perspective from several international organisations).</li> <li>– Stakeholders' views on key issues in teacher policy (trade unions and employers' organisations).</li> </ul>
Athens, Greece 4-5 June 2003	Education Research Centre of Greece	<ul style="list-style-type: none"> <li>– Country progress on the Activity.</li> <li>– Work on teachers by other International Agencies.</li> <li>– Leadership in schools: discussion of the commissioned paper.</li> <li>– The economic cycle and teacher supply: discussion of the commissioned paper.</li> <li>– Initial themes and issues arising from the Activity.</li> </ul>
Paris, France 29-30 January 2004	OECD	<ul style="list-style-type: none"> <li>– Country progress on the Activity.</li> <li>– Work on teachers by other International Agencies.</li> <li>– Synthesis Report from the Activity: Discussion of the extended outline.</li> <li>– Demand for Teachers: a microsimulation model for projecting teacher needs.</li> <li>– Discussion of dissemination plans and possible follow-up projects.</li> </ul>
Bordeaux, France 10-11 June, 2004	Ministry of National Education, Higher Education and Research of France	<ul style="list-style-type: none"> <li>– Discussion on teacher policy in France (teacher recruitment policy and human resource management; the education and development of teachers).</li> <li>– Draft Synthesis Report: detailed discussion.</li> <li>– Planning of dissemination activities.</li> <li>– Future work on teachers at national and international levels.</li> </ul>

### *Dissemination*

The Activity had a strong emphasis on dissemination from the outset. Participating countries were encouraged to consult widely with the education community in the preparation of Country Background Reports. A number of countries published their reports and distributed them to schools and teachers. When conducting the country review visits the review teams sought the views of large numbers of organisations and individuals.

To facilitate dissemination and encourage feedback, all project documents have been placed on the Activity's website: [www.oecd.org/edu/teacherpolicy](http://www.oecd.org/edu/teacherpolicy). Throughout the Activity, the OECD Secretariat made over 30 presentations about the project to a wide range of conferences, and to groups of visitors to the OECD, and gave a large number of media interviews.

The Netherlands Ministry of Education, Culture and Science hosted an international conference in Amsterdam on 18 and 19 November 2004 to conclude the Activity and launch this report. The conference, entitled *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, examined how teacher policy can be developed and

implemented to promote quality teaching and learning in schools. Keynote addresses were given by Andrew Hargreaves (Boston College) and Victor Lavy (The Hebrew University of Jerusalem). Details are available on the conference's website: [http://www.minocw.nl/congres\\_ocw-oecd](http://www.minocw.nl/congres_ocw-oecd). National and regional conferences are also planned.

In addition, the Activity also contributed with:

- Documentation – *Issues Paper*, *OECD Policy Brief*, and *OECD Observer* articles – to support the discussion of the theme *Improving teacher supply and effectiveness*, which was part of the meeting of OECD Education Ministers held in Dublin on 18-19 March 2004.
- A chapter on *The Teaching Workforce: Concerns and Policy Challenges* for the 2002 edition of the OECD's publication *Education Policy Analysis* (OECD, 2002b).
- A chapter on *The Labour Market for Teachers* for the *International Handbook on the Economics of Education* (Santiago, 2004) published by Edward Elgar.

## References

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*Appendix 2*

**A FRAMEWORK FOR INFORMING TEACHER POLICY**

## A FRAMEWORK FOR INFORMING TEACHER POLICY

## THE TEACHING PROFESSION and the TEACHING WORKFORCE

Area	Type of information	Aspects	General availability of data		
			At national level	At international level	
General views on teaching profession	General public attitudes	Public perceptions on the teaching profession	<input type="radio"/>	<input type="radio"/>	
	Teachers' attitudes	Teachers' views on their profession	<input type="radio"/>	<input type="radio"/>	
		Teachers' morale, enthusiasm and commitment	<input type="radio"/>	<input type="radio"/>	
Size of the teaching workforce		Major sources of job satisfaction and dissatisfaction	<input type="radio"/>	<input type="radio"/>	
		Absolute size and relative to total labour force	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
Profile of the teaching workforce	Demographic profile	Resources on teachers relative to total investment in schools	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
	Credentials	Age, gender	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
Flows in and out of teaching profession	Entrants into initial teacher education	Cultural background/ethnicity	<input type="radio"/>	<input type="radio"/>	
		Certification status; academic qualifications	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
	Graduates from initial teacher education	Proportion of qualified teachers in subject taught	<input type="radio"/>	<input type="radio"/>	
		Years of experience	<input type="radio"/>	<input type="radio"/>	
	Entrants into teaching and outcomes of recruitment processes	Teaching status	Full-time/part-time	<input checked="" type="radio"/>	<input checked="" type="radio"/>
		Number and characteristics of entrants	Progression and completion rates in initial teacher education	<input type="radio"/>	<input type="radio"/>
	Entrants into teaching and outcomes of recruitment processes	Destinations of recent teacher education graduates	Destinations of recent teacher education graduates	<input type="radio"/>	<input type="radio"/>
		Early career experiences of new teachers	Number and origins of newly appointed teachers	<input type="radio"/>	<input type="radio"/>
	Teachers leaving profession/moving to another post	Characteristics of entrants, including academic credentials	Characteristics of entrants, including academic credentials	<input type="radio"/>	<input type="radio"/>
		Number of applicants relative to teaching vacancies	Number of applicants relative to teaching vacancies	<input checked="" type="radio"/>	<input type="radio"/>
Teachers leaving profession/moving to another post	Number of vacancies that remained unfilled or are "difficult to fill"	Number of vacancies that remained unfilled or are "difficult to fill"	<input type="radio"/>	<input type="radio"/>	
	Methods used to cover vacancies which are difficult to fill	Methods used to cover vacancies which are difficult to fill	<input checked="" type="radio"/>	<input type="radio"/>	
Retirees	Distribution of teacher resources across schools	Distribution of teacher resources across schools	<input type="radio"/>	<input type="radio"/>	
	Turnover and attrition rates	Turnover and attrition rates	<input type="radio"/>	<input type="radio"/>	
Recruitment in foreign countries	Destinations of teachers who leave their teaching position	Destinations of teachers who leave their teaching position	<input type="radio"/>	<input type="radio"/>	
	Destinations of teachers who leave the teaching profession	Destinations of teachers who leave the teaching profession	<input type="radio"/>	<input type="radio"/>	
Recruitment in foreign countries	Reasons for leaving the teaching profession	Reasons for leaving the teaching profession	<input type="radio"/>	<input type="radio"/>	
	Number and characteristics of re-entrants	Number and characteristics of re-entrants	<input type="radio"/>	<input type="radio"/>	
Recruitment in foreign countries	Legal and actual retirement age	Legal and actual retirement age	<input checked="" type="radio"/>	<input type="radio"/>	
	Schemes for working beyond retirement age	Schemes for working beyond retirement age	<input checked="" type="radio"/>	<input type="radio"/>	
Recruitment in foreign countries	Number and background of teachers hired from abroad	Number and background of teachers hired from abroad	<input checked="" type="radio"/>	<input type="radio"/>	

PREPARATION and DEVELOPMENT of TEACHERS				
Area	Type of information	Aspects	General availability of data	
			At national level	At international level
<b>Initial teacher education</b>	Entrance into initial teacher education	Entrance requirements	●	○
		Structure of programmes	●	○
		Organisation of programmes (e.g. consecutive or concurrent, flexibility of provision); duration	●	○
		Content and emphasis (subject-matter knowledge, pedagogical preparation, practical school experience)	○	○
		Links and partnerships with schools	○	○
	Structure of <i>alternative</i> programmes of initial teacher education	Setting (e.g. traditional institutions, school-based, distance learning); organisation of programmes; duration	○	○
		Institutions granting accreditation, criteria for accreditation	●	○
	Accreditation and evaluation of initial teacher education programmes	Credentials and background of teacher educators	○	○
		Evaluation of programmes	○	○
		Profile of graduates' competencies; graduation requirements	○	○
Financial and other incentives		●	○	
Requirements to obtain a teaching licence		●	○	
<b>Certification of teachers</b>	Recertification programmes for practising teachers		●	○
			○	○
	Participation and choice of programmes	Minimum legal requirement for teachers	●	○
		Participation levels	○	○
		Identification of needs and priorities for professional development	○	○
	Providers	Types of institutions providing prof. dev. activities	○	○
		Accreditation and evaluation of providers	○	○
	Professional development activities	Content and emphasis; organisation; duration	○	○
		School-based provision	○	○
		Links to promotion and recertification	●	○
Research opportunities for teachers		○	○	
Programmes for those returning to teaching profession		○	○	
Financing of professional development	Sharing of costs; school budget for professional development	○	○	
		○	○	
<b>DEMAND for TEACHERS</b>				
<b>Demand for teachers</b>	Student population	Age structure of the school-age population	●	●
		Age school participation rates; in-grade retention rates	●	○
		Starting and ending age of compulsory education	●	○
		Geographical distribution of student population	●	○
		Average class size; student-teacher ratio; teaching load	●	○
	Organisation of schooling	Required instruction time for students	●	○
		Availability of support staff in schools	●	○
		Use of technology and distance learning; curriculum structure	●	○
			○	○

CAREER OPPORTUNITIES and INCENTIVES		General availability of data	
Area	Type of information	Aspects	At national level    At international level
Career opportunities	Career structure	Salary scales (e.g. number, structure, length)	●    ○
	Promotion	Opportunities for promotion as a teacher; basis for promotion	●    ○
Monetary incentives	While teaching	Differentiation: opportunities for new roles and responsibilities	●    ○
		Salary levels, allowances and criteria	●    ○
	Retirement	Bonuses (e.g. signing, retention); subsidies (e.g. housing, childcare)	●    ○
		Pension benefits	●    ○
Non-monetary incentives	Flexibility of profession	Part-time work; flexibility of schedule; flexibility to take leave	●    ○
	Leave benefits	Vacation time; sabbatical periods	●    ○
	Other	Opportunities to work outside school for limited time Teaching awards; opportunities for in-service training	○    ○
<b>STRUCTURE of the TEACHER LABOUR MARKET</b>			
Labour market institutions	Contractual elements	Employment status of teachers; type of contract	●    ○
		Probationary periods; basis for renewal or termination of contract	●    ○
	Level of centralisation of bargaining	Existence of collective agreements	●    ○
		Existence of individual-level rewards	●    ○
	Degree of unionisation		○    ○
Recruitment procedures and selection criteria	Recruitment procedures	Eligibility criteria to apply	●    ○
	Recruitment in foreign countries	Recruitment responsibilities; procedures and selection criteria	○    ○
		Mechanisms and incentives to recruit teachers from abroad	●    ○
Mobility	Mobility within teacher labour market	Barriers to mobility (e.g. recognition of teaching qualifications and work experience within countries)	●    ○
		Incentives (e.g. transportation subsidies; compensation for high cost of living)	●    ○
Short-term replacement of teachers	Mobility between teacher labour market and other sectors of activity	Programmes for <i>side-entrants</i> to teaching	●    ○
		Mechanisms used to replace teachers for short periods of time	○    ○

**SCHOOL PROCESSES**

Area	Type of information	Aspects	General availability of data At national level	At international level
<b>Induction to teaching</b>	Participation	Existence of mandatory induction programmes	●	○
		Elements (e.g. coaching, reduced workload, discussion groups, further training); duration	○	○
<b>Organisation of work</b>	Provision of support	Collaboration with teacher education institutions	○	○
	Definition of tasks and responsibilities	Persons responsible for providing support, their training and compensation	○	○
	Differentiation of roles in school	Existence of job profile for teachers; teacher time use Existence and conditions of non-classroom-teaching roles Team teaching	○	○
<b>Working conditions</b>	Workload	Teaching hours; class size; number of classes	●	●
		Tasks other than teaching	○	○
<b>School decision making</b>	Availability of support staff	Facilities and instructional materials	○	○
	Areas of school autonomy	Personnel selection, working conditions and development	●	○
<b>Teacher professional autonomy</b>	School management	Structure, appointment procedure and duration	●	○
		Areas of teacher decision making and responsibilities	○	○
<b>Teacher evaluation and accountability</b>	Existence	Existence of formal mandatory schemes; periodicity	●	○
	Context	Individual teacher evaluation; school evaluation	●	○
	Evaluators	Persons responsible for evaluation	●	○
	Methodology	Criteria for evaluation; tools used	○	○
	Responses to evaluation results	Link to rewards and professional development	○	○
		Processes for ineffective teachers	○	○

**Notes:**

*General availability of data at national level* refers to an assessment of the number of participating countries which have data/information about the aspect concerned:

- Few countries have this information
- Some countries have this information
- Most countries have this information
- All countries have this information

For the country information to be most useful it must be available for different types of regions, schools and teachers. It has not been possible to assess the availability of data at these disaggregated levels.

*General availability of data at international level* refers to an assessment of the availability of data/information which has already been published by international organisations in a way that enables comparisons across countries:

- No information is available
- Little information is available
- Some information is available
- Extensive information is available

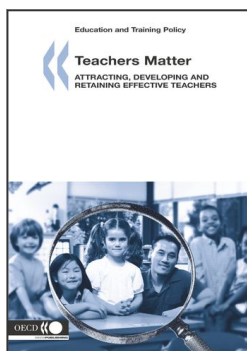
Both the periodic collection of data and recent one time studies were considered in this table. The availability is assessed for data/information on the teaching profession itself and not relative to other occupations. Much of the information on teachers, their work and careers would be more useful if comparable information was available for occupations requiring similar qualifications. Unfortunately, there is little such comparative data available.

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**From:**  
**Teachers Matter**  
Attracting, Developing and Retaining Effective Teachers

**Access the complete publication at:**  
<https://doi.org/10.1787/9789264018044-en>

**Please cite this chapter as:**

OECD (2005), "How the Activity Was Conducted", in *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264018044-9-en>

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