



# Annex B

## SYSTEM-SPECIFIC PROFILES OF TEACHER PROFESSIONALISM

### **A note regarding Israel**

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Figure B.1

## Profile of Abu Dhabi (United Arab Emirates)

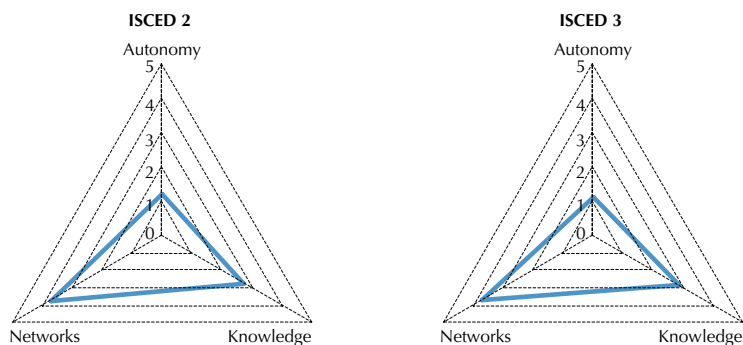
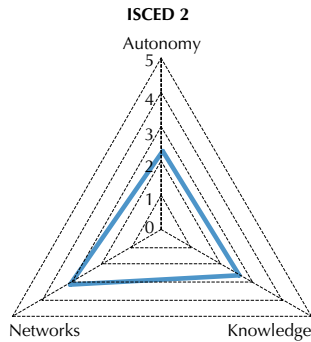


Table B.1 Profile of Abu Dhabi (United Arab Emirates)

Teacher professionalism best practice	ISCED 2	ISCED 3
Knowledge base scale	2.752	2.878
Autonomy scale	1.193	1.068
Peer networks scale	3.74	3.74
<b>Knowledge base</b>		
Participated in teacher education programme	83.30%	86.00%
Exposure to subject-specific content in teacher ed. programme	72.00%	77.10%
Exposure to pedagogy in teacher ed. programme	66.90%	73.70%
Exposure to practice in teacher ed. programme	70.70%	75.80%
Participates in individual or collaborative research	48.70%	50.20%
Receives financial support to pay for professional learning	64.20%	62.00%
Receives time release for professional learning	60.40%	66.60%
Receives salary supplement for professional learning	5.50%	6.30%
Receives non-monetary support for professional learning	14.50%	15.60%
Participates in extended-time professional learning activities	64.30%	62.40%
<b>Autonomy</b>		
Autonomy over content	23.20%	19.40%
Autonomy over course offerings	23.10%	19.50%
Autonomy over discipline practices	19.10%	20.10%
Autonomy over assessment	22.90%	19.10%
Autonomy over materials	31.60%	28.80%
<b>Peer networks</b>		
Participates in formal induction	70.90%	71.47%
Mentoring programme at school	88.33%	86.55%
Participates in network of teachers	44.40%	46.00%
Receives feedback from direct observations	93.78%	93.48%
Receives personalised professional development plan	77.40%	77.00%

■ Figure B.2 ■

**Profile of Alberta (Canada)****Table B.2 Profile of Alberta (Canada)**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.567
Autonomy scale	2.321
Peer networks scale	3.106
<b>Knowledge base</b>	
Participated in teacher education programme	98.27%
Exposure to subject-specific content in teacher ed. programme	44.23%
Exposure to pedagogy in teacher ed. programme	49.17%
Exposure to practice in teacher ed. programme	51.48%
Participates in individual or collaborative research	48.85%
Receives financial support to pay for professional learning	62.12%
Receives time release for professional learning	74.22%
Receives salary supplement for professional learning	8.09%
Receives non-monetary support for professional learning	16.88%
Participates in extended-time professional learning activities	60.44%
<b>Autonomy</b>	
Autonomy over content	30.52%
Autonomy over course offerings	49.10%
Autonomy over discipline practices	41.14%
Autonomy over assessment	43.34%
Autonomy over materials	69.71%
<b>Peer networks</b>	
Participates in formal induction	51.13%
Mentoring programme at school	62.64%
Participates in network of teachers	62.76%
Receives feedback from direct observations	82.29%
Receives personalised professional development plan	51.98%

■ Figure B.3 ■

## Profile of Australia

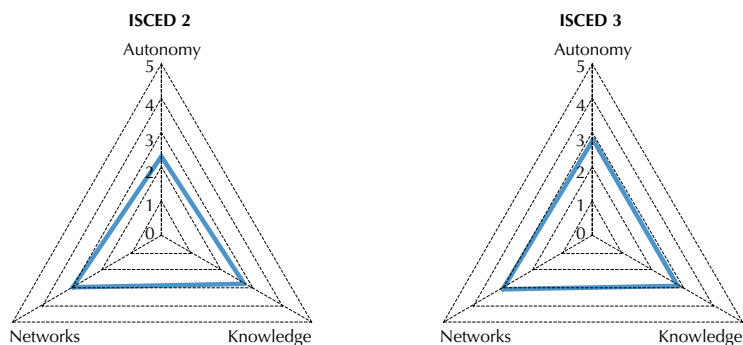
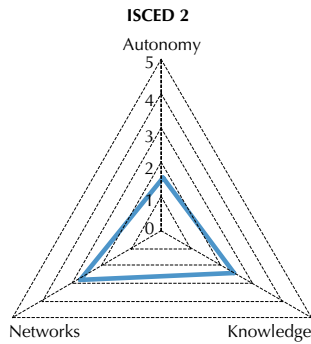


Table B.3 Profile of Australia

Teacher professionalism best practice	ISCED 2	ISCED 3
Knowledge base scale	2.772	2.852
Autonomy scale	2.241	2.780
Peer networks scale	2.967	3.046
<b>Knowledge base</b>		
Participated in teacher education programme	97.62%	97.11%
Exposure to subject-specific content in teacher ed. programme	62.19%	65.49%
Exposure to pedagogy in teacher ed. programme	63.98%	68.60%
Exposure to practice in teacher ed. programme	70.09%	72.57%
Participates in individual or collaborative research	37.23%	38.70%
Receives financial support to pay for professional learning	74.99%	73.37%
Receives time release for professional learning	79.37%	79.97%
Receives salary supplement for professional learning	3.95%	4.22%
Receives non-monetary support for professional learning	17.43%	20.48%
Participates in extended-time professional learning activities	47.62%	49.96%
<b>Autonomy</b>		
Autonomy over content	60.94%	60.75%
Autonomy over course offerings	27.08%	44.22%
Autonomy over discipline practices	33.15%	45.60%
Autonomy over assessment	35.33%	49.54%
Autonomy over materials	68.25%	78.57%
<b>Peer networks</b>		
Participates in formal induction	52.71%	53.25%
Mentoring programme at school	73.74%	76.22%
Participates in network of teachers	51.43%	57.15%
Receives feedback from direct observations	68.35%	67.15%
Receives personalised professional development plan	50.49%	50.85%

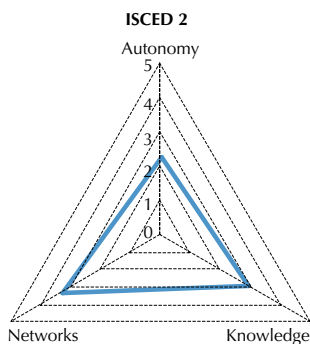
▪ Figure B.4 ▪  
**Profile of Brazil**



**Table B.4 Profile of Brazil**

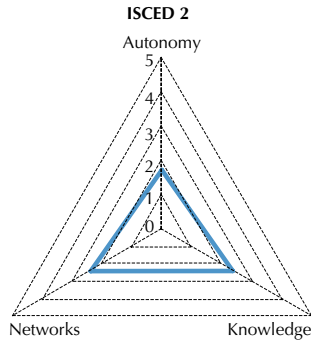
Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.374
Autonomy scale	1.564
Peer networks scale	2.773
<b>Knowledge base</b>	
Participated in teacher education programme	75.89%
Exposure to subject-specific content in teacher ed. programme	62.36%
Exposure to pedagogy in teacher ed. programme	50.80%
Exposure to practice in teacher ed. programme	61.25%
Participates in individual or collaborative research	46.70%
Receives financial support to pay for professional learning	58.15%
Receives time release for professional learning	43.38%
Receives salary supplement for professional learning	10.81%
Receives non-monetary support for professional learning	14.39%
Participates in extended-time professional learning activities	51.43%
<b>Autonomy</b>	
Autonomy over content	29.52%
Autonomy over course offerings	8.01%
Autonomy over discipline practices	31.49%
Autonomy over assessment	31.10%
Autonomy over materials	58.37%
<b>Peer networks</b>	
Participates in formal induction	32.22%
Mentoring programme at school	73.28%
Participates in network of teachers	25.81%
Receives feedback from direct observations	77.24%
Receives personalised professional development plan	69.10%

▪ Figure B.5 ▪

**Profile of Bulgaria****Table B.5 Profile of Bulgaria**

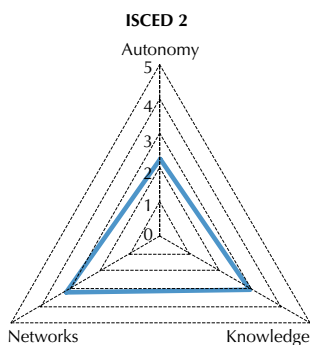
Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.904
Autonomy scale	2.266
Peer networks scale	3.315
<b>Knowledge base</b>	
Participated in teacher education programme	97.69%
Exposure to subject-specific content in teacher ed. programme	87.32%
Exposure to pedagogy in teacher ed. programme	86.81%
Exposure to practice in teacher ed. programme	84.45%
Participates in individual or collaborative research	22.60%
Receives financial support to pay for professional learning	84.63%
Receives time release for professional learning	50.57%
Receives salary supplement for professional learning	26.92%
Receives non-monetary support for professional learning	16.82%
Participates in extended-time professional learning activities	24.51%
<b>Autonomy</b>	
Autonomy over content	41.12%
Autonomy over course offerings	20.12%
Autonomy over discipline practices	37.05%
Autonomy over assessment	47.11%
Autonomy over materials	81.17%
<b>Peer networks</b>	
Participates in formal induction	68.82%
Mentoring programme at school	69.07%
Participates in network of teachers	21.55%
Receives feedback from direct observations	92.94%
Receives personalised professional development plan	79.11%

■ Figure B.6 ■

**Profile of Chile****Table B.6 Profile of Chile**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.391
Autonomy scale	1.699
Peer networks scale	2.400
<b>Knowledge base</b>	
Participated in teacher education programme	85.75%
Exposure to subject-specific content in teacher ed. programme	60.90%
Exposure to pedagogy in teacher ed. programme	59.92%
Exposure to practice in teacher ed. programme	56.88%
Participates in individual or collaborative research	32.74%
Receives financial support to pay for professional learning	57.02%
Receives time release for professional learning	44.34%
Receives salary supplement for professional learning	12.71%
Receives non-monetary support for professional learning	18.01%
Participates in extended-time professional learning activities	53.94%
<b>Autonomy</b>	
Autonomy over content	31.25%
Autonomy over course offerings	17.09%
Autonomy over discipline practices	38.54%
Autonomy over assessment	32.75%
Autonomy over materials	50.62%
<b>Peer networks</b>	
Participates in formal induction	36.69%
Mentoring programme at school	52.97%
Participates in network of teachers	21.33%
Receives feedback from direct observations	70.88%
Receives personalised professional development plan	58.11%

▪ Figure B.7 ▪  
**Profile of Croatia**

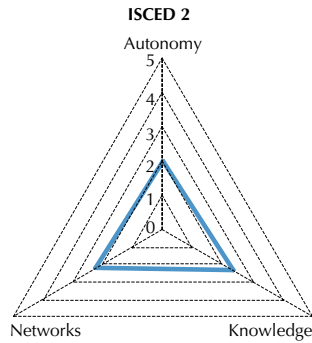


**Table B.7 Profile of Croatia**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	3.025
Autonomy scale	2.288
Peer networks scale	3.176
<b>Knowledge base</b>	
Participated in teacher education programme	94.89%
Exposure to subject-specific content in teacher ed. programme	93.48%
Exposure to pedagogy in teacher ed. programme	88.34%
Exposure to practice in teacher ed. programme	85.91%
Participates in individual or collaborative research	34.95%
Receives financial support to pay for professional learning	73.60%
Receives time release for professional learning	73.05%
Receives salary supplement for professional learning	10.62%
Receives non-monetary support for professional learning	10.93%
Participates in extended-time professional learning activities	39.24%
<b>Autonomy</b>	
Autonomy over content	28.00%
Autonomy over course offerings	7.73%
Autonomy over discipline practices	60.63%
Autonomy over assessment	49.53%
Autonomy over materials	82.89%
<b>Peer networks</b>	
Participates in formal induction	68.04%
Mentoring programme at school	44.06%
Participates in network of teachers	62.62%
Receives feedback from direct observations	83.85%
Receives personalised professional development plan	59.01%



▪ Figure B.8 ▪

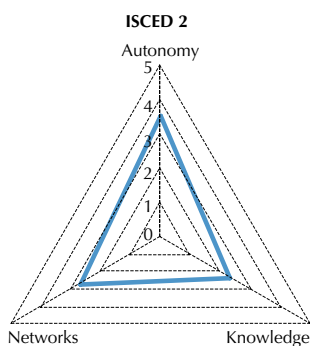
**Profile of Cyprus<sup>1</sup>****Table B.8 Profile of Cyprus<sup>1</sup>**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.487
Autonomy scale	1.906
Peer networks scale	2.613
<b>Knowledge base</b>	
Participated in teacher education programme	89.77%
Exposure to subject-specific content in teacher ed. programme	69.86%
Exposure to pedagogy in teacher ed. programme	61.76%
Exposure to practice in teacher ed. programme	56.18%
Participates in individual or collaborative research	24.54%
Receives financial support to pay for professional learning	81.58%
Receives time release for professional learning	58.02%
Receives salary supplement for professional learning	2.31%
Receives non-monetary support for professional learning	13.78%
Participates in extended-time professional learning activities	39.63%
<b>Autonomy</b>	
Autonomy over content	28.12%
Autonomy over course offerings	12.79%
Autonomy over discipline practices	43.30%
Autonomy over assessment	58.58%
Autonomy over materials	49.44%
<b>Peer networks</b>	
Participates in formal induction	50.90%
Mentoring programme at school	64.34%
Participates in network of teachers	24.70%
Receives feedback from direct observations	56.84%
Receives personalised professional development plan	64.49%

1. Note by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

▪ Figure B.9 ▪

**Profile of the Czech Republic****Table B.9 Profile of the Czech Republic**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.329
Autonomy scale	3.536
Peer networks scale	2.700
<b>Knowledge base</b>	
Participated in teacher education programme	76.68%
Exposure to subject-specific content in teacher ed. programme	57.18%
Exposure to pedagogy in teacher ed. programme	55.37%
Exposure to practice in teacher ed. programme	51.79%
Participates in individual or collaborative research	15.87%
Receives financial support to pay for professional learning	76.80%
Receives time release for professional learning	60.16%
Receives salary supplement for professional learning	14.21%
Receives non-monetary support for professional learning	14.91%
Participates in extended-time professional learning activities	42.84%
<b>Autonomy</b>	
Autonomy over content	75.23%
Autonomy over course offerings	51.97%
Autonomy over discipline practices	72.49%
Autonomy over assessment	66.96%
Autonomy over materials	86.98%
<b>Peer networks</b>	
Participates in formal induction	45.16%
Mentoring programme at school	56.67%
Participates in network of teachers	17.47%
Receives feedback from direct observations	91.53%
Receives personalised professional development plan	59.15%

Figure B.10

## Profile of Denmark

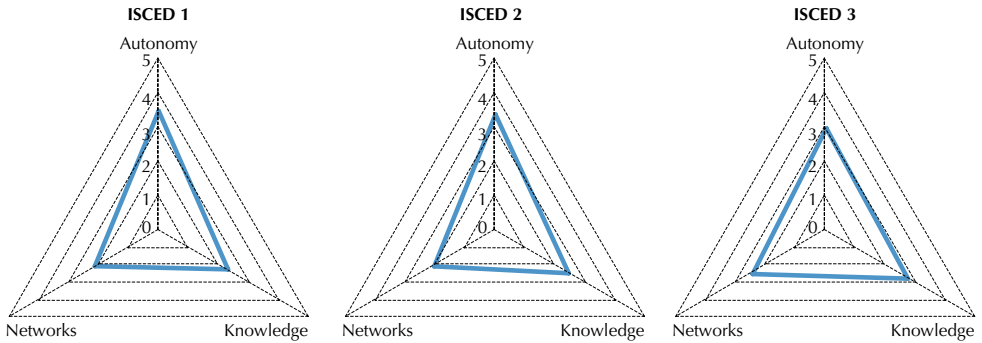
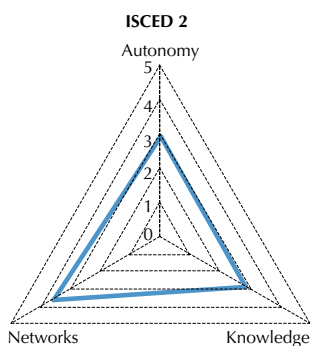


Table B.10 Profile of Denmark

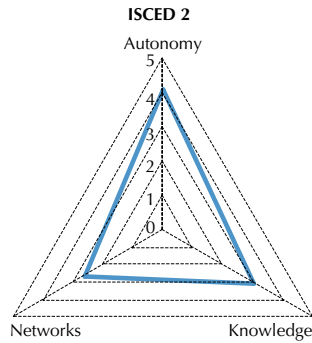
Teacher professionalism best practice	ISCED 1	ISCED 2	ISCED 3
Knowledge base scale	2.334	2.458	2.728
Autonomy scale	3.457	3.359	2.963
Peer networks scale	2.149	2.057	2.464
<b>Knowledge base</b>			
Participated in teacher education programme	90.38%	93.54%	82.98%
Exposure to subject-specific content in teacher ed. programme	53.31%	60.02%	68.91%
Exposure to pedagogy in teacher ed. programme	52.69%	60.06%	66.99%
Exposure to practice in teacher ed. programme	43.99%	52.16%	66.61%
Participates in individual or collaborative research	18.52%	18.87%	28.54%
Receives financial support to pay for professional learning	84.92%	85.15%	85.44%
Receives time release for professional learning	64.22%	61.55%	76.73%
Receives salary supplement for professional learning	9.00%	11.97%	25.89%
Receives non-monetary support for professional learning	9.22%	10.45%	6.38%
Participates in extended-time professional learning activities	40.54%	38.78%	37.09%
<b>Autonomy</b>			
Autonomy over content	78.75%	76.87%	77.73%
Autonomy over course offerings	45.41%	47.29%	41.21%
Autonomy over discipline practices	62.39%	64.09%	42.77%
Autonomy over assessment	65.22%	52.31%	34.77%
Autonomy over materials	94.28%	95.29%	100.00%
<b>Peer networks</b>			
Participates in formal induction	28.43%	26.51%	44.93%
Mentoring programme at school	43.13%	45.07%	63.34%
Participates in network of teachers	41.47%	40.68%	40.90%
Receives feedback from direct observations	59.92%	52.98%	56.44%
Receives personalised professional development plan	41.93%	40.43%	40.81%

■ Figure B.11 ■

**Profile of England (United Kingdom)****Table B.11 Profile of England (United Kingdom)**

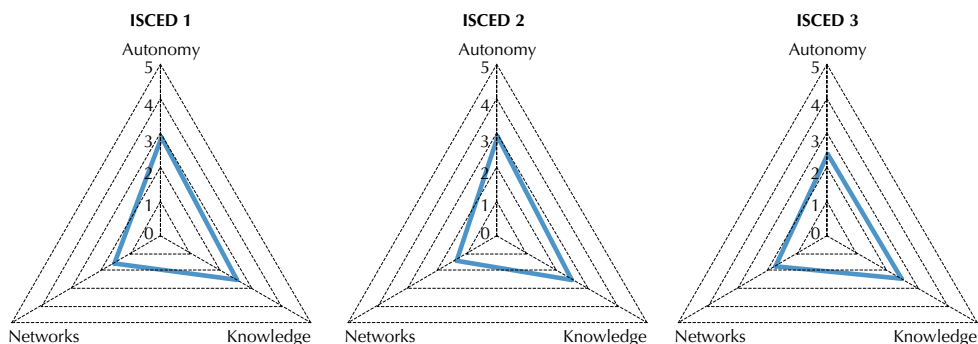
Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.853
Autonomy scale	2.900
Peer networks scale	3.606
<b>Knowledge base</b>	
Participated in teacher education programme	91.90%
Exposure to subject-specific content in teacher ed. programme	71.92%
Exposure to pedagogy in teacher ed. programme	75.65%
Exposure to practice in teacher ed. programme	80.65%
Participates in individual or collaborative research	26.65%
Receives financial support to pay for professional learning	92.54%
Receives time release for professional learning	65.77%
Receives salary supplement for professional learning	4.02%
Receives non-monetary support for professional learning	9.02%
Participates in extended-time professional learning activities	52.57%
<b>Autonomy</b>	
Autonomy over content	79.27%
Autonomy over course offerings	59.70%
Autonomy over discipline practices	28.26%
Autonomy over assessment	36.11%
Autonomy over materials	88.58%
<b>Peer networks</b>	
Participates in formal induction	75.82%
Mentoring programme at school	87.23%
Participates in network of teachers	33.33%
Receives feedback from direct observations	98.60%
Receives personalised professional development plan	65.62%

▪ Figure B.12 ▪

**Profile of Estonia****Table B.12 Profile of Estonia**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	3.053
Autonomy scale	4.094
Peer networks scale	2.637
<b>Knowledge base</b>	
Participated in teacher education programme	94.40%
Exposure to subject-specific content in teacher ed. programme	78.23%
Exposure to pedagogy in teacher ed. programme	78.23%
Exposure to practice in teacher ed. programme	69.00%
Participates in individual or collaborative research	34.01%
Receives financial support to pay for professional learning	69.13%
Receives time release for professional learning	81.87%
Receives salary supplement for professional learning	14.36%
Receives non-monetary support for professional learning	27.09%
Participates in extended-time professional learning activities	64.23%
<b>Autonomy</b>	
Autonomy over content	88.01%
Autonomy over course offerings	68.01%
Autonomy over discipline practices	78.38%
Autonomy over assessment	84.87%
Autonomy over materials	90.98%
<b>Peer networks</b>	
Participates in formal induction	19.45%
Mentoring programme at school	49.81%
Participates in network of teachers	51.28%
Receives feedback from direct observations	85.73%
Receives personalised professional development plan	57.46%

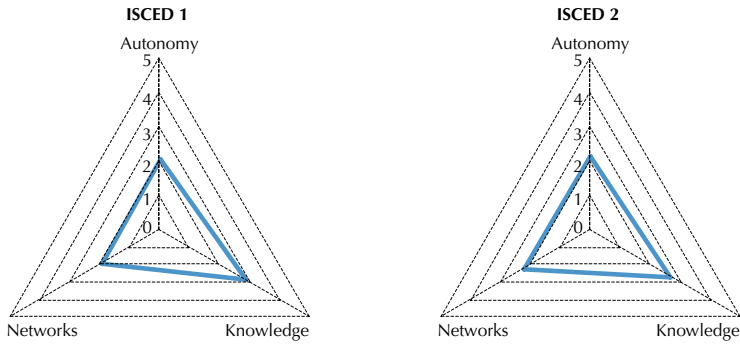
■ Figure B.13 ■  
**Profile of Finland**



**Table B.13 Profile of Finland**

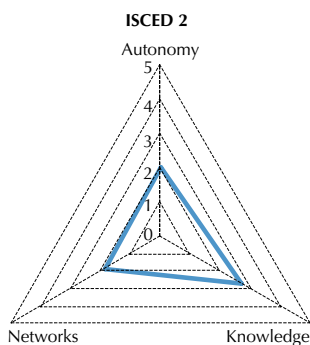
Teacher professionalism best practice	ISCED 1	ISCED 2	ISCED 3
Knowledge base scale	2.535	2.493	2.479
Autonomy scale	2.855	2.911	2.386
Peer networks scale	1.587	1.381	1.760
<b>Knowledge base</b>			
Participated in teacher education programme	91.98%	92.46%	90.81%
Exposure to subject-specific content in teacher ed. programme	78.69%	77.06%	64.09%
Exposure to pedagogy in teacher ed. programme	79.14%	75.12%	62.29%
Exposure to practice in teacher ed. programme	63.45%	69.16%	58.91%
Participates in individual or collaborative research	8.31%	7.59%	14.57%
Receives financial support to pay for professional learning	78.40%	72.17%	66.43%
Receives time release for professional learning	49.16%	50.82%	68.33%
Receives salary supplement for professional learning	5.20%	5.34%	9.10%
Receives non-monetary support for professional learning	13.25%	12.96%	14.33%
Participates in extended-time professional learning activities	39.36%	35.93%	46.86%
<b>Autonomy</b>			
Autonomy over content	54.77%	65.19%	72.57%
Autonomy over course offerings	43.39%	56.63%	34.63%
Autonomy over discipline practices	56.92%	42.43%	17.63%
Autonomy over assessment	48.10%	42.17%	29.45%
Autonomy over materials	85.38%	86.30%	84.58%
<b>Peer networks</b>			
Participates in formal induction	15.96%	16.33%	25.07%
Mentoring programme at school	23.67%	20.95%	23.20%
Participates in network of teachers	20.03%	20.48%	35.24%
Receives feedback from direct observations	55.88%	41.86%	47.79%
Receives personalised professional development plan	43.16%	38.44%	44.67%

Figure B.14

**Profile of Flanders (Belgium)**

**Table B.14 Profile of Flanders (Belgium)**

Teacher professionalism best practice	ISCED 1	ISCED 2
<b>Knowledge base scale</b>	2.862	2.700
<b>Autonomy scale</b>	1.995	2.122
<b>Peer networks scale</b>	1.957	2.237
<b>Knowledge base</b>		
Participated in teacher education programme	99.31%	98.27%
Exposure to subject-specific content in teacher ed. programme	83.41%	76.51%
Exposure to pedagogy in teacher ed. programme	82.59%	80.44%
Exposure to practice in teacher ed. programme	81.14%	77.53%
Participates in individual or collaborative research	18.25%	18.81%
Receives financial support to pay for professional learning	88.78%	86.89%
Receives time release for professional learning	68.31%	61.81%
Receives salary supplement for professional learning	0.91%	0.67%
Receives non-monetary support for professional learning	2.35%	2.92%
Participates in extended-time professional learning activities	47.35%	36.14%
<b>Autonomy</b>		
Autonomy over content	27.07%	26.17%
Autonomy over course offerings	13.30%	18.22%
Autonomy over discipline practices	37.18%	28.40%
Autonomy over assessment	51.51%	47.30%
Autonomy over materials	73.37%	95.09%
<b>Peer networks</b>		
Participates in formal induction	18.82%	42.52%
Mentoring programme at school	46.48%	58.32%
Participates in network of teachers	22.12%	23.39%
Receives feedback from direct observations	77.18%	70.63%
Receives personalised professional development plan	31.12%	28.90%

■ Figure B.15 ■

**Profile of France****Table B.15 Profile of France**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.707
Autonomy scale	1.967
Peer networks scale	1.878
<b>Knowledge base</b>	
Participated in teacher education programme	90.08%
Exposure to subject-specific content in teacher ed. programme	85.00%
Exposure to pedagogy in teacher ed. programme	65.98%
Exposure to practice in teacher ed. programme	72.46%
Participates in individual or collaborative research	41.31%
Receives financial support to pay for professional learning	75.49%
Receives time release for professional learning	45.85%
Receives salary supplement for professional learning	4.74%
Receives non-monetary support for professional learning	16.59%
Participates in extended-time professional learning activities	43.90%
<b>Autonomy</b>	
Autonomy over content	18.92%
Autonomy over course offerings	16.23%
Autonomy over discipline practices	32.80%
Autonomy over assessment	50.97%
Autonomy over materials	79.10%
<b>Peer networks</b>	
Participates in formal induction	55.20%
Mentoring programme at school	45.73%
Participates in network of teachers	18.32%
Receives feedback from direct observations	26.21%
Receives personalised professional development plan	42.30%



Figure B.16

## Profile of Georgia

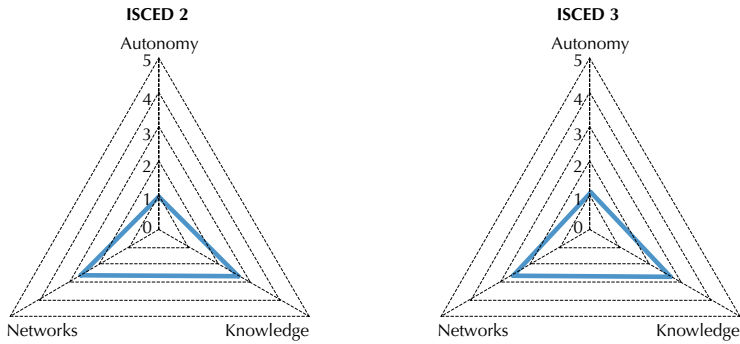
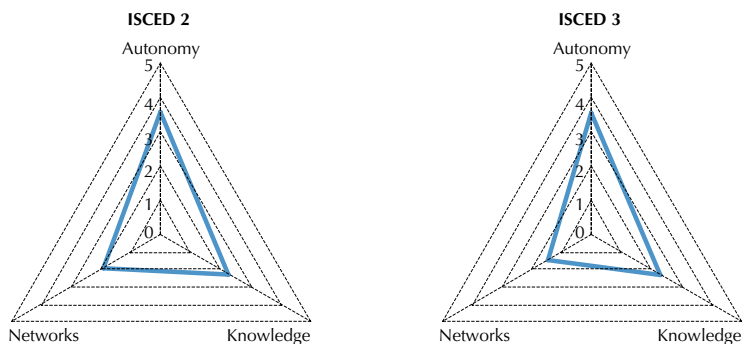


Table B.16 Profile of Georgia

Teacher professionalism best practice	ISCED 2	ISCED 3
Knowledge base scale	2.665	2.676
Autonomy scale	0.932	1.091
Peer networks scale	2.612	2.615
<b>Knowledge base</b>		
Participated in teacher education programme	90.87%	90.83%
Exposure to subject-specific content in teacher ed. programme	80.93%	81.24%
Exposure to pedagogy in teacher ed. programme	68.27%	70.27%
Exposure to practice in teacher ed. programme	67.63%	69.03%
Participates in individual or collaborative research	29.85%	28.91%
Receives financial support to pay for professional learning	86.50%	88.33%
Receives time release for professional learning	32.83%	30.26%
Receives salary supplement for professional learning	6.08%	5.77%
Receives non-monetary support for professional learning	9.21%	7.98%
Participates in extended-time professional learning activities	64.03%	65.81%
<b>Autonomy</b>		
Autonomy over content	11.29%	15.12%
Autonomy over course offerings	10.27%	12.53%
Autonomy over discipline practices	16.75%	13.24%
Autonomy over assessment	13.54%	15.24%
Autonomy over materials	41.36%	53.00%
<b>Peer networks</b>		
Participates in formal induction	13.44%	13.13%
Mentoring programme at school	61.55%	61.27%
Participates in network of teachers	29.01%	29.78%
Receives feedback from direct observations	62.45%	62.98%
Receives personalised professional development plan	94.73%	94.31%

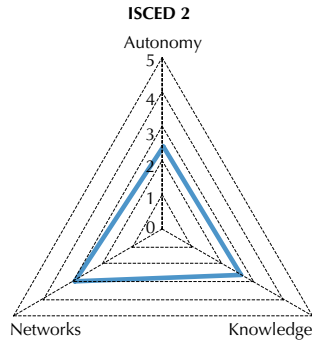
■ Figure B.17 ■  
**Profile of Iceland**



**Table B.17 Profile of Iceland**

Teacher professionalism best practice	ISCED 2	ISCED 3
Knowledge base scale	2.273	2.308
Autonomy scale	3.562	3.549
Peer networks scale	1.907	1.443
<b>Knowledge base</b>		
Participated in teacher education programme	92.44%	93.39%
Exposure to subject-specific content in teacher ed. programme	41.58%	53.28%
Exposure to pedagogy in teacher ed. programme	43.05%	47.78%
Exposure to practice in teacher ed. programme	42.15%	48.76%
Participates in individual or collaborative research	20.49%	28.09%
Receives financial support to pay for professional learning	61.47%	59.72%
Receives time release for professional learning	73.70%	54.15%
Receives salary supplement for professional learning	6.56%	13.91%
Receives non-monetary support for professional learning	14.77%	11.97%
Participates in extended-time professional learning activities	58.79%	50.59%
<b>Autonomy</b>		
Autonomy over content	61.08%	77.06%
Autonomy over course offerings	58.09%	64.08%
Autonomy over discipline practices	75.25%	55.90%
Autonomy over assessment	74.07%	63.34%
Autonomy over materials	94.24%	100.00%
<b>Peer networks</b>		
Participates in formal induction	29.43%	17.87%
Mentoring programme at school	39.23%	31.35%
Participates in network of teachers	56.06%	44.45%
Receives feedback from direct observations	30.57%	33.00%
Receives personalised professional development plan	35.51%	17.59%

▪ Figure B.18 ▪

**Profile of Israel****Table B.18 Profile of Israel**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.611
Autonomy scale	2.361
Peer networks scale	2.978
<b>Knowledge base</b>	
Participated in teacher education programme	93.63%
Exposure to subject-specific content in teacher ed. programme	77.09%
Exposure to pedagogy in teacher ed. programme	74.74%
Exposure to practice in teacher ed. programme	75.67%
Participates in individual or collaborative research	25.70%
Receives financial support to pay for professional learning	44.84%
Receives time release for professional learning	32.44%
Receives salary supplement for professional learning	12.70%
Receives non-monetary support for professional learning	12.38%
Participates in extended-time professional learning activities	74.85%
<b>Autonomy</b>	
Autonomy over content	52.75%
Autonomy over course offerings	30.32%
Autonomy over discipline practices	50.76%
Autonomy over assessment	44.13%
Autonomy over materials	61.34%
<b>Peer networks</b>	
Participates in formal induction	51.26%
Mentoring programme at school	71.30%
Participates in network of teachers	40.02%
Receives feedback from direct observations	72.22%
Receives personalised professional development plan	62.99%

■ Figure B.19 ■

## Profile of Italy

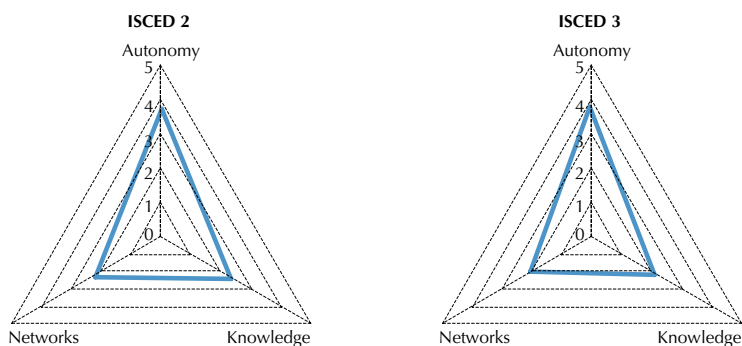
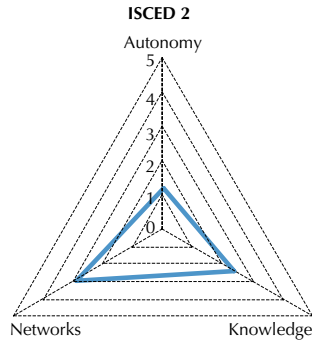


Table B.19 Profile of Italy

Teacher professionalism best practice	ISCED 2	ISCED 3
Knowledge base scale	2.326	2.179
Autonomy scale	3.726	3.709
Peer networks scale	2.229	1.995
<b>Knowledge base</b>		
Participated in teacher education programme	79.12%	71.44%
Exposure to subject-specific content in teacher ed. programme	69.39%	68.74%
Exposure to pedagogy in teacher ed. programme	62.61%	55.91%
Exposure to practice in teacher ed. programme	35.42%	27.45%
Participates in individual or collaborative research	45.56%	48.84%
Receives financial support to pay for professional learning	68.95%	59.02%
Receives time release for professional learning	26.34%	26.56%
Receives salary supplement for professional learning	5.55%	5.99%
Receives non-monetary support for professional learning	11.29%	13.43%
Participates in extended-time professional learning activities	60.94%	58.39%
<b>Autonomy</b>		
Autonomy over content	83.51%	84.36%
Autonomy over course offerings	87.70%	85.92%
Autonomy over discipline practices	43.06%	40.68%
Autonomy over assessment	72.81%	75.16%
Autonomy over materials	87.66%	86.58%
<b>Peer networks</b>		
Participates in formal induction	49.40%	46.51%
Mentoring programme at school	43.79%	37.55%
Participates in network of teachers	21.86%	18.95%
Receives feedback from direct observations	38.18%	35.18%
Receives personalised professional development plan	69.65%	61.33%

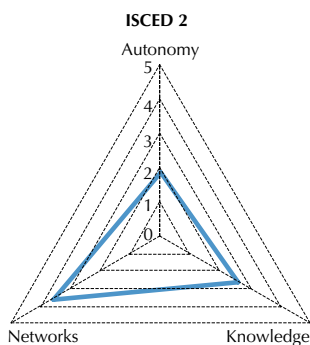
▪ Figure B.20 ▪  
**Profile of Japan**



**Table B.20 Profile of Japan**

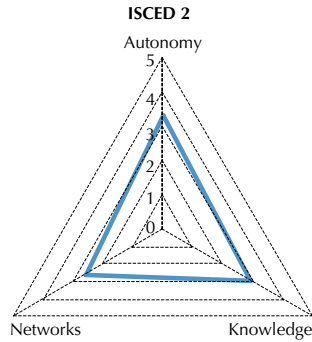
Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.363
Autonomy scale	1.210
Peer networks scale	2.925
<b>Knowledge base</b>	
Participated in teacher education programme	87.85%
Exposure to subject-specific content in teacher ed. programme	71.18%
Exposure to pedagogy in teacher ed. programme	67.64%
Exposure to practice in teacher ed. programme	69.50%
Participates in individual or collaborative research	22.62%
Receives financial support to pay for professional learning	57.35%
Receives time release for professional learning	57.48%
Receives salary supplement for professional learning	6.51%
Receives non-monetary support for professional learning	11.03%
Participates in extended-time professional learning activities	21.47%
<b>Autonomy</b>	
Autonomy over content	18.65%
Autonomy over course offerings	15.55%
Autonomy over discipline practices	30.01%
Autonomy over assessment	30.81%
Autonomy over materials	25.94%
<b>Peer networks</b>	
Participates in formal induction	83.31%
Mentoring programme at school	58.08%
Participates in network of teachers	23.15%
Receives feedback from direct observations	82.57%
Receives personalised professional development plan	45.37%

■ Figure B.21 ■

**Profile of Korea****Table B.21 Profile of Korea**

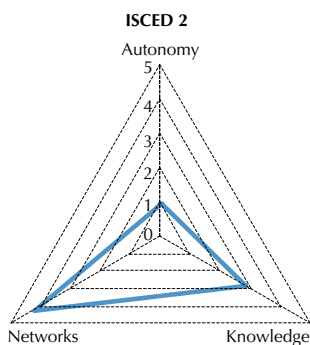
Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.603
Autonomy scale	1.868
Peer networks scale	3.612
<b>Knowledge base</b>	
Participated in teacher education programme	96.14%
Exposure to subject-specific content in teacher ed. programme	90.36%
Exposure to pedagogy in teacher ed. programme	83.56%
Exposure to practice in teacher ed. programme	79.05%
Participates in individual or collaborative research	43.18%
Receives financial support to pay for professional learning	25.29%
Receives time release for professional learning	28.28%
Receives salary supplement for professional learning	23.01%
Receives non-monetary support for professional learning	10.57%
Participates in extended-time professional learning activities	41.21%
<b>Autonomy</b>	
Autonomy over content	38.26%
Autonomy over course offerings	54.62%
Autonomy over discipline practices	27.44%
Autonomy over assessment	17.24%
Autonomy over materials	50.33%
<b>Peer networks</b>	
Participates in formal induction	72.31%
Mentoring programme at school	77.06%
Participates in network of teachers	54.56%
Receives feedback from direct observations	87.90%
Receives personalised professional development plan	69.34%

▪ Figure B.22 ▪

**Profile of Latvia****Table B.22 Profile of Latvia**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.937
Autonomy scale	3.288
Peer networks scale	2.597
<b>Knowledge base</b>	
Participated in teacher education programme	90.85%
Exposure to subject-specific content in teacher ed. programme	86.31%
Exposure to pedagogy in teacher ed. programme	85.13%
Exposure to practice in teacher ed. programme	80.34%
Participates in individual or collaborative research	28.61%
Receives financial support to pay for professional learning	71.10%
Receives time release for professional learning	63.73%
Receives salary supplement for professional learning	5.59%
Receives non-monetary support for professional learning	13.77%
Participates in extended-time professional learning activities	61.91%
<b>Autonomy</b>	
Autonomy over content	58.98%
Autonomy over course offerings	51.29%
Autonomy over discipline practices	67.10%
Autonomy over assessment	70.44%
Autonomy over materials	81.83%
<b>Peer networks</b>	
Participates in formal induction	35.87%
Mentoring programme at school	46.03%
Participates in network of teachers	36.59%
Receives feedback from direct observations	93.15%
Receives personalised professional development plan	48.03%

■ Figure B.23 ■

**Profile of Malaysia****Table B.23 Profile of Malaysia**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.817
Autonomy scale	0.964
Peer networks scale	4.251
<b>Knowledge base</b>	
Participated in teacher education programme	92.12%
Exposure to subject-specific content in teacher ed. programme	76.96%
Exposure to pedagogy in teacher ed. programme	75.83%
Exposure to practice in teacher ed. programme	75.03%
Participates in individual or collaborative research	24.83%
Receives financial support to pay for professional learning	46.81%
Receives time release for professional learning	87.80%
Receives salary supplement for professional learning	14.02%
Receives non-monetary support for professional learning	19.09%
Participates in extended-time professional learning activities	50.88%
<b>Autonomy</b>	
Autonomy over content	5.58%
Autonomy over course offerings	17.64%
Autonomy over discipline practices	13.78%
Autonomy over assessment	7.28%
Autonomy over materials	52.16%
<b>Peer networks</b>	
Participates in formal induction	87.46%
Mentoring programme at school	90.66%
Participates in network of teachers	55.57%
Receives feedback from direct observations	95.54%
Receives personalised professional development plan	95.85%



Figure B.24

## Profile of Mexico

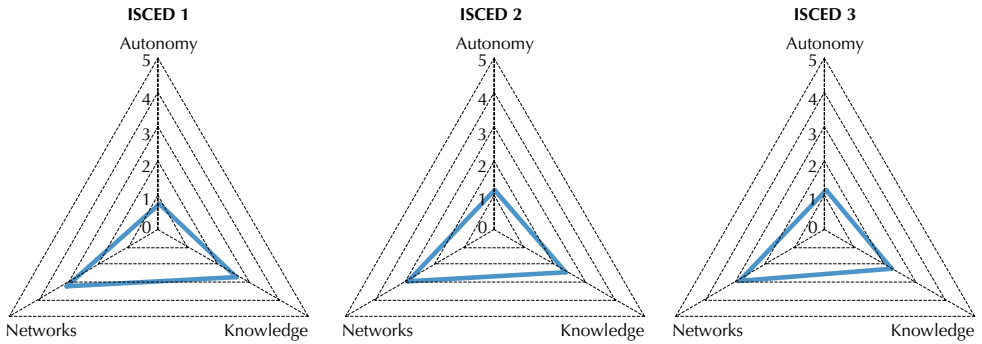
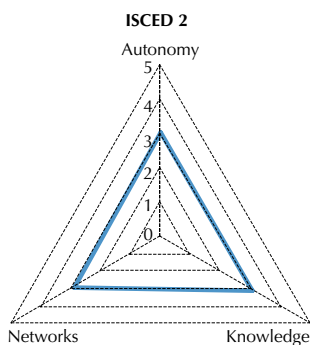


Table B.24 Profile of Mexico

Teacher professionalism best practice	ISCED 1	ISCED 2	ISCED 3
<b>Knowledge base scale</b>	2.581	2.400	2.190
<b>Autonomy scale</b>	0.815	1.180	1.186
<b>Peer networks scale</b>	3.110	2.925	2.899
<b>Knowledge base</b>			
Participated in teacher education programme	82.27%	61.50%	25.67%
Exposure to subject-specific content in teacher ed. programme	66.43%	67.32%	68.61%
Exposure to pedagogy in teacher ed. programme	63.68%	64.30%	61.03%
Exposure to practice in teacher ed. programme	65.15%	57.68%	53.48%
Participates in individual or collaborative research	50.95%	48.95%	48.13%
Receives financial support to pay for professional learning	67.26%	59.62%	59.10%
Receives time release for professional learning	44.28%	47.52%	44.66%
Receives salary supplement for professional learning	3.90%	3.64%	6.18%
Receives non-monetary support for professional learning	8.63%	11.69%	16.45%
Participates in extended-time professional learning activities	66.79%	57.98%	54.66%
<b>Autonomy</b>			
Autonomy over content	4.87%	8.27%	20.42%
Autonomy over course offerings	9.56%	10.79%	14.59%
Autonomy over discipline practices	17.49%	29.40%	14.02%
Autonomy over assessment	18.45%	19.43%	21.19%
Autonomy over materials	34.66%	52.50%	48.54%
<b>Peer networks</b>			
Participates in formal induction	59.41%	57.18%	64.16%
Mentoring programme at school	62.82%	57.44%	51.95%
Participates in network of teachers	38.05%	41.17%	36.30%
Receives feedback from direct observations	77.44%	73.00%	70.14%
Receives personalised professional development plan	74.05%	63.72%	67.40%

■ Figure B.25 ■

**Profile of the Netherlands****Table B.25 Profile of the Netherlands**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	3.085
Autonomy scale	3.038
Peer networks scale	2.908
<b>Knowledge base</b>	
Participated in teacher education programme	91.55%
Exposure to subject-specific content in teacher ed. programme	84.59%
Exposure to pedagogy in teacher ed. programme	86.55%
Exposure to practice in teacher ed. programme	82.43%
Participates in individual or collaborative research	38.32%
Receives financial support to pay for professional learning	77.05%
Receives time release for professional learning	69.89%
Receives salary supplement for professional learning	3.27%
Receives non-monetary support for professional learning	13.16%
Participates in extended-time professional learning activities	70.17%
<b>Autonomy</b>	
Autonomy over content	95.61%
Autonomy over course offerings	32.48%
Autonomy over discipline practices	25.72%
Autonomy over assessment	53.24%
Autonomy over materials	97.16%
<b>Peer networks</b>	
Participates in formal induction	45.62%
Mentoring programme at school	75.84%
Participates in network of teachers	30.36%
Receives feedback from direct observations	85.71%
Receives personalised professional development plan	53.28%

Figure B.26

## Profile of New Zealand

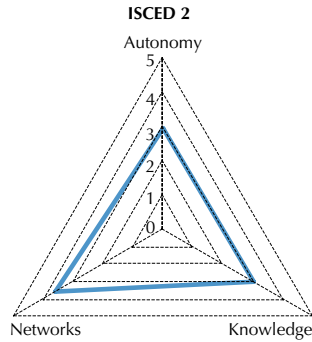
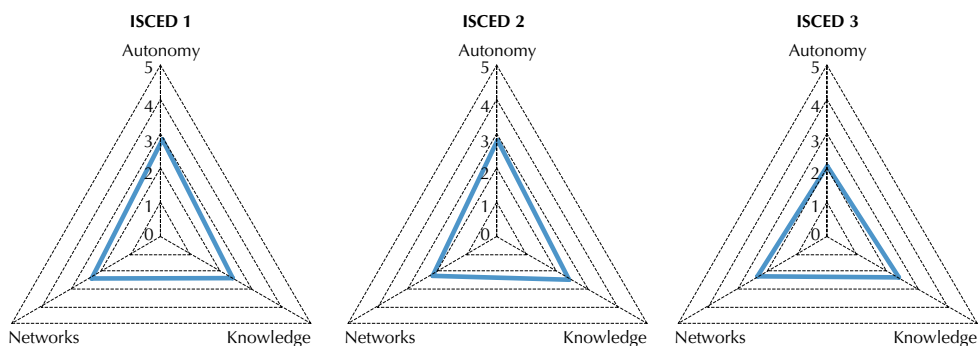


Table B.26 Profile of New Zealand

Teacher professionalism best practice	ISCED 2
Knowledge base scale	3.027
Autonomy scale	2.939
Peer networks scale	3.603
<b>Knowledge base</b>	
Participated in teacher education programme	99.14%
Exposure to subject-specific content in teacher ed. programme	72.64%
Exposure to pedagogy in teacher ed. programme	73.01%
Exposure to practice in teacher ed. programme	78.63%
Participates in individual or collaborative research	43.61%
Receives financial support to pay for professional learning	84.52%
Receives time release for professional learning	75.09%
Receives salary supplement for professional learning	4.68%
Receives non-monetary support for professional learning	15.63%
Participates in extended-time professional learning activities	58.52%
<b>Autonomy</b>	
Autonomy over content	80.66%
Autonomy over course offerings	57.91%
Autonomy over discipline practices	31.88%
Autonomy over assessment	38.17%
Autonomy over materials	85.48%
<b>Peer networks</b>	
Participates in formal induction	65.98%
Mentoring programme at school	85.04%
Participates in network of teachers	60.00%
Receives feedback from direct observations	93.67%
Receives personalised professional development plan	55.62%

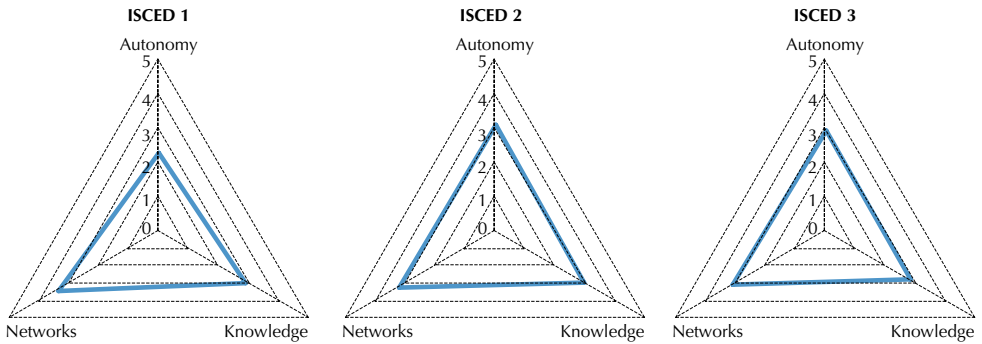
■ Figure B.27 ■  
**Profile of Norway**



**Table B.27 Profile of Norway**

Teacher professionalism best practice	ISCED 1	ISCED 2	ISCED 3
<b>Knowledge base scale</b>	2.348	2.409	2.421
<b>Autonomy scale</b>	2.814	2.856	1.987
<b>Peer networks scale</b>	2.367	2.184	2.361
<b>Knowledge base</b>			
Participated in teacher education programme	84.51%	92.53%	88.09%
Exposure to subject-specific content in teacher ed. programme	42.35%	51.51%	58.49%
Exposure to pedagogy in teacher ed. programme	45.58%	50.64%	55.75%
Exposure to practice in teacher ed. programme	51.22%	50.78%	55.35%
Participates in individual or collaborative research	13.43%	15.07%	19.07%
Receives financial support to pay for professional learning	85.57%	81.19%	76.10%
Receives time release for professional learning	61.54%	59.71%	60.18%
Receives salary supplement for professional learning	6.89%	7.50%	7.70%
Receives non-monetary support for professional learning	21.46%	22.55%	22.13%
Participates in extended-time professional learning activities	58.87%	50.40%	41.44%
<b>Autonomy</b>			
Autonomy over content	77.32%	73.68%	56.64%
Autonomy over course offerings	11.06%	25.56%	17.36%
Autonomy over discipline practices	57.45%	59.60%	30.17%
Autonomy over assessment	57.72%	48.71%	18.43%
Autonomy over materials	80.56%	79.23%	76.30%
<b>Peer networks</b>			
Participates in formal induction	10.14%	10.36%	12.00%
Mentoring programme at school	46.55%	47.67%	52.12%
Participates in network of teachers	43.75%	37.79%	48.62%
Receives feedback from direct observations	76.72%	71.05%	69.31%
Receives personalised professional development plan	59.52%	51.57%	54.00%

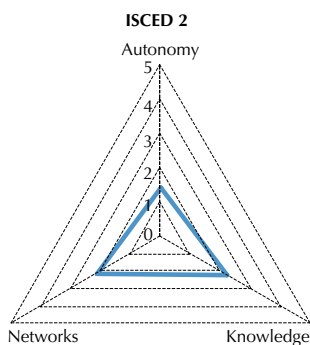
▪ Figure B.28 ▪  
**Profile of Poland**



**Table B.28 Profile of Poland**

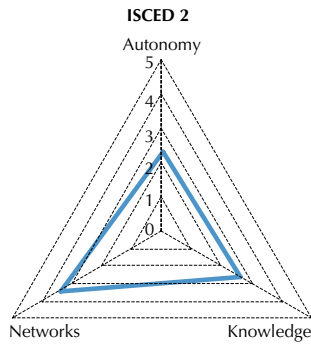
Teacher professionalism best practice	ISCED 1	ISCED 2	ISCED 3
<b>Knowledge base scale</b>	2.921	2.953	2.822
<b>Autonomy scale</b>	2.312	3.060	2.868
<b>Peer networks scale</b>	3.379	3.240	3.129
<b>Knowledge base</b>			
Participated in teacher education programme	99.48%	99.38%	97.65%
Exposure to subject-specific content in teacher ed. programme	93.49%	94.96%	88.85%
Exposure to pedagogy in teacher ed. programme	93.54%	94.74%	85.85%
Exposure to practice in teacher ed. programme	86.98%	88.10%	79.69%
Participates in individual or collaborative research	32.78%	37.80%	38.99%
Receives financial support to pay for professional learning	59.89%	60.72%	59.34%
Receives time release for professional learning	38.19%	39.12%	37.62%
Receives salary supplement for professional learning	5.46%	5.38%	5.14%
Receives non-monetary support for professional learning	10.03%	11.10%	9.24%
Participates in extended-time professional learning activities	64.45%	59.21%	61.97%
<b>Autonomy</b>			
Autonomy over content	55.53%	67.35%	66.48%
Autonomy over course offerings	14.45%	23.03%	38.67%
Autonomy over discipline practices	46.28%	61.94%	52.10%
Autonomy over assessment	53.05%	71.71%	57.82%
Autonomy over materials	62.23%	83.82%	72.08%
<b>Peer networks</b>			
Participates in formal induction	45.04%	37.85%	35.93%
Mentoring programme at school	67.73%	65.69%	64.19%
Participates in network of teachers	42.78%	40.58%	37.80%
Receives feedback from direct observations	97.21%	96.90%	94.92%
Receives personalised professional development plan	85.15%	83.03%	80.11%

■ Figure B.29 ■

**Profile of Portugal****Table B.29 Profile of Portugal**

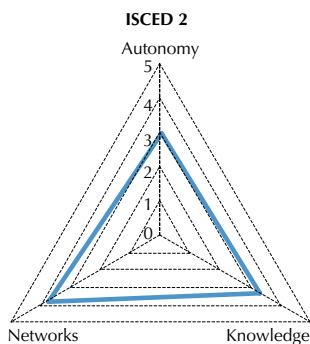
Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.224
Autonomy scale	1.386
Peer networks scale	2.149
<b>Knowledge base</b>	
Participated in teacher education programme	82.13%
Exposure to subject-specific content in teacher ed. programme	76.42%
Exposure to pedagogy in teacher ed. programme	74.24%
Exposure to practice in teacher ed. programme	70.94%
Participates in individual or collaborative research	36.51%
Receives financial support to pay for professional learning	42.89%
Receives time release for professional learning	15.00%
Receives salary supplement for professional learning	0.70%
Receives non-monetary support for professional learning	3.81%
Participates in extended-time professional learning activities	42.18%
<b>Autonomy</b>	
Autonomy over content	8.84%
Autonomy over course offerings	15.37%
Autonomy over discipline practices	26.06%
Autonomy over assessment	27.43%
Autonomy over materials	61.51%
<b>Peer networks</b>	
Participates in formal induction	35.51%
Mentoring programme at school	55.18%
Participates in network of teachers	19.12%
Receives feedback from direct observations	65.23%
Receives personalised professional development plan	39.82%

▪ Figure B.30 ▪

**Profile of Romania****Table B.30 Profile of Romania**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.587
Autonomy scale	2.319
Peer networks scale	3.423
<b>Knowledge base</b>	
Participated in teacher education programme	97.16%
Exposure to subject-specific content in teacher ed. programme	84.16%
Exposure to pedagogy in teacher ed. programme	82.37%
Exposure to practice in teacher ed. programme	81.61%
Participates in individual or collaborative research	39.36%
Receives financial support to pay for professional learning	30.33%
Receives time release for professional learning	18.59%
Receives salary supplement for professional learning	1.44%
Receives non-monetary support for professional learning	7.57%
Participates in extended-time professional learning activities	74.87%
<b>Autonomy</b>	
Autonomy over content	31.75%
Autonomy over course offerings	42.95%
Autonomy over discipline practices	49.79%
Autonomy over assessment	35.22%
Autonomy over materials	72.66%
<b>Peer networks</b>	
Participates in formal induction	51.25%
Mentoring programme at school	79.31%
Participates in network of teachers	50.39%
Receives feedback from direct observations	92.38%
Receives personalised professional development plan	68.97%

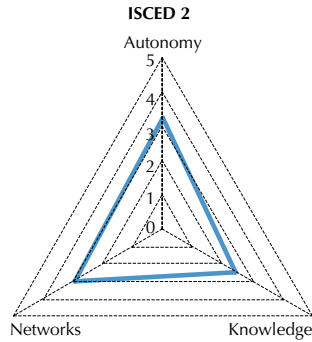
■ Figure B.31 ■

**Profile of the Russian Federation****Table B.31 Profile of the Russian Federation**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	3.290
Autonomy scale	2.986
Peer networks scale	3.783
<b>Knowledge base</b>	
Participated in teacher education programme	94.58%
Exposure to subject-specific content in teacher ed. programme	85.66%
Exposure to pedagogy in teacher ed. programme	83.03%
Exposure to practice in teacher ed. programme	82.83%
Participates in individual or collaborative research	72.12%
Receives financial support to pay for professional learning	65.31%
Receives time release for professional learning	57.33%
Receives salary supplement for professional learning	34.39%
Receives non-monetary support for professional learning	24.07%
Participates in extended-time professional learning activities	58.76%
<b>Autonomy</b>	
Autonomy over content	57.58%
Autonomy over course offerings	70.06%
Autonomy over discipline practices	58.65%
Autonomy over assessment	47.84%
Autonomy over materials	64.71%
<b>Peer networks</b>	
Participates in formal induction	59.40%
Mentoring programme at school	77.90%
Participates in network of teachers	60.02%
Receives feedback from direct observations	90.20%
Receives personalised professional development plan	90.81%



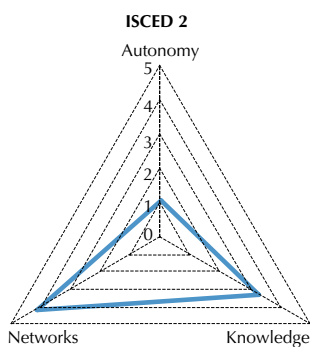
▪ Figure B.32 ▪  
**Profile of Serbia**



**Table B.32 Profile of Serbia**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.452
Autonomy scale	3.199
Peer networks scale	2.970
<b>Knowledge base</b>	
Participated in teacher education programme	71.25%
Exposure to subject-specific content in teacher ed. programme	80.39%
Exposure to pedagogy in teacher ed. programme	74.91%
Exposure to practice in teacher ed. programme	65.00%
Participates in individual or collaborative research	31.91%
Receives financial support to pay for professional learning	53.26%
Receives time release for professional learning	46.99%
Receives salary supplement for professional learning	1.83%
Receives non-monetary support for professional learning	13.69%
Participates in extended-time professional learning activities	51.11%
<b>Autonomy</b>	
Autonomy over content	47.14%
Autonomy over course offerings	73.68%
Autonomy over discipline practices	55.45%
Autonomy over assessment	53.72%
Autonomy over materials	89.88%
<b>Peer networks</b>	
Participates in formal induction	59.05%
Mentoring programme at school	63.36%
Participates in network of teachers	33.03%
Receives feedback from direct observations	69.28%
Receives personalised professional development plan	72.31%

■ Figure B.33 ■

**Profile of Shanghai (China)****Table B.33 Profile of Shanghai (China)**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	3.277
Autonomy scale	1.091
Peer networks scale	4.161
<b>Knowledge base</b>	
Participated in teacher education programme	98.21%
Exposure to subject-specific content in teacher ed. programme	83.20%
Exposure to pedagogy in teacher ed. programme	78.44%
Exposure to practice in teacher ed. programme	77.29%
Participates in individual or collaborative research	54.36%
Receives financial support to pay for professional learning	80.42%
Receives time release for professional learning	87.67%
Receives salary supplement for professional learning	10.68%
Receives non-monetary support for professional learning	6.27%
Participates in extended-time professional learning activities	78.94%
<b>Autonomy</b>	
Autonomy over content	19.77%
Autonomy over course offerings	13.98%
Autonomy over discipline practices	23.58%
Autonomy over assessment	22.84%
Autonomy over materials	29.52%
<b>Peer networks</b>	
Participates in formal induction	89.76%
Mentoring programme at school	97.58%
Participates in network of teachers	55.17%
Receives feedback from direct observations	91.31%
Receives personalised professional development plan	82.22%

Figure B.34

## Profile of Singapore

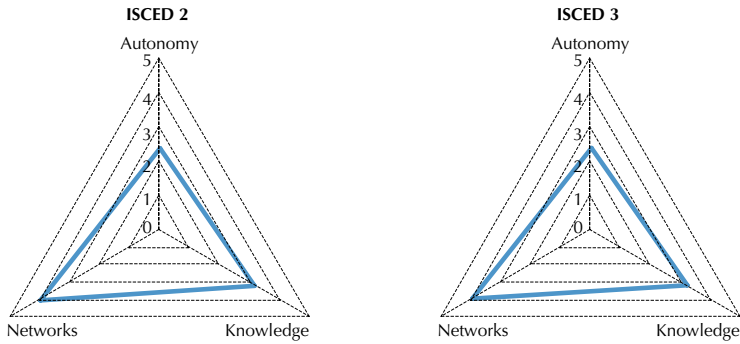
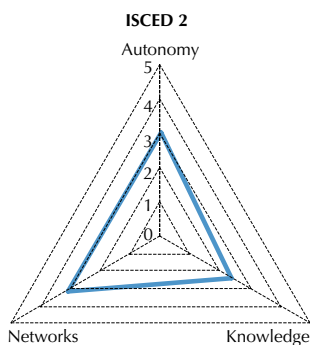


Table B.34 Profile of Singapore

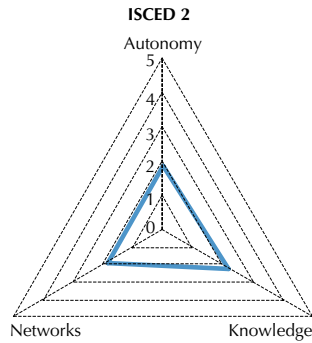
Teacher professionalism best practice	ISCED 2	ISCED 3
Knowledge base scale	3.176	3.206
Autonomy scale	2.412	2.396
Peer networks scale	4.020	3.989
<b>Knowledge base</b>		
Participated in teacher education programme	99.10%	98.86%
Exposure to subject-specific content in teacher ed. programme	77.79%	78.61%
Exposure to pedagogy in teacher ed. programme	81.97%	84.53%
Exposure to practice in teacher ed. programme	82.56%	84.96%
Participates in individual or collaborative research	45.39%	45.14%
Receives financial support to pay for professional learning	89.72%	90.51%
Receives time release for professional learning	70.28%	70.93%
Receives salary supplement for professional learning	7.35%	6.60%
Receives non-monetary support for professional learning	16.61%	15.99%
Participates in extended-time professional learning activities	64.38%	64.99%
<b>Autonomy</b>		
Autonomy over content	57.66%	57.77%
Autonomy over course offerings	26.56%	25.29%
Autonomy over discipline practices	44.00%	42.99%
Autonomy over assessment	41.19%	40.96%
Autonomy over materials	72.09%	73.03%
<b>Peer networks</b>		
Participates in formal induction	80.03%	76.24%
Mentoring programme at school	93.57%	93.46%
Participates in network of teachers	52.71%	54.41%
Receives feedback from direct observations	96.16%	95.91%
Receives personalised professional development plan	79.57%	78.85%

■ Figure B.35 ■

**Profile of the Slovak Republic****Table B.35 Profile of the Slovak Republic**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.362
Autonomy scale	3.036
Peer networks scale	3.126
<b>Knowledge base</b>	
Participated in teacher education programme	89.35%
Exposure to subject-specific content in teacher ed. programme	65.43%
Exposure to pedagogy in teacher ed. programme	63.18%
Exposure to practice in teacher ed. programme	54.22%
Participates in individual or collaborative research	11.20%
Receives financial support to pay for professional learning	54.88%
Receives time release for professional learning	54.00%
Receives salary supplement for professional learning	14.79%
Receives non-monetary support for professional learning	15.56%
Participates in extended-time professional learning activities	49.75%
<b>Autonomy</b>	
Autonomy over content	68.76%
Autonomy over course offerings	54.57%
Autonomy over discipline practices	51.74%
Autonomy over assessment	61.95%
Autonomy over materials	67.53%
<b>Peer networks</b>	
Participates in formal induction	60.44%
Mentoring programme at school	61.46%
Participates in network of teachers	34.29%
Receives feedback from direct observations	90.15%
Receives personalised professional development plan	66.31%

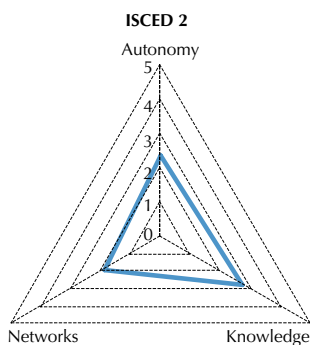
▪ Figure B.36 ▪  
**Profile of Spain**



**Table B.36 Profile of Spain**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.201
Autonomy scale	1.886
Peer networks scale	1.861
<b>Knowledge base</b>	
Participated in teacher education programme	97.46%
Exposure to subject-specific content in teacher ed. programme	64.57%
Exposure to pedagogy in teacher ed. programme	44.34%
Exposure to practice in teacher ed. programme	44.01%
Participates in individual or collaborative research	41.45%
Receives financial support to pay for professional learning	56.17%
Receives time release for professional learning	22.00%
Receives salary supplement for professional learning	2.33%
Receives non-monetary support for professional learning	6.34%
Participates in extended-time professional learning activities	61.55%
<b>Autonomy</b>	
Autonomy over content	27.24%
Autonomy over course offerings	12.00%
Autonomy over discipline practices	35.88%
Autonomy over assessment	26.60%
Autonomy over materials	87.48%
<b>Peer networks</b>	
Participates in formal induction	35.23%
Mentoring programme at school	35.28%
Participates in network of teachers	28.25%
Receives feedback from direct observations	36.97%
Receives personalised professional development plan	50.36%

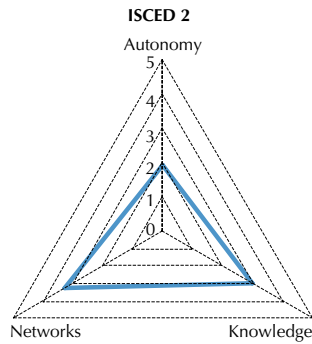
■ Figure B.37 ■  
**Profile of Sweden**



**Table B.37 Profile of Sweden**

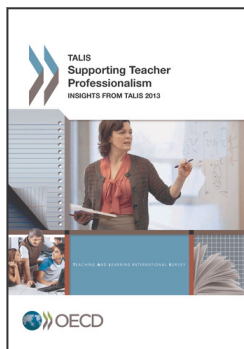
Teacher professionalism best practice	ISCED 2
Knowledge base scale	2.747
Autonomy scale	2.371
Peer networks scale	1.889
<b>Knowledge base</b>	
Participated in teacher education programme	89.86%
Exposure to subject-specific content in teacher ed. programme	72.16%
Exposure to pedagogy in teacher ed. programme	67.75%
Exposure to practice in teacher ed. programme	68.57%
Participates in individual or collaborative research	9.69%
Receives financial support to pay for professional learning	85.91%
Receives time release for professional learning	63.64%
Receives salary supplement for professional learning	4.32%
Receives non-monetary support for professional learning	30.79%
Participates in extended-time professional learning activities	56.76%
<b>Autonomy</b>	
Autonomy over content	62.72%
Autonomy over course offerings	37.11%
Autonomy over discipline practices	15.43%
Autonomy over assessment	36.75%
Autonomy over materials	94.59%
<b>Peer networks</b>	
Participates in formal induction	10.79%
Mentoring programme at school	38.82%
Participates in network of teachers	41.61%
Receives feedback from direct observations	48.41%
Receives personalised professional development plan	49.27%

▪ Figure B.38 ▪

**Profile of the United States****Table B.38 Profile of the United States<sup>1</sup>**

Teacher professionalism best practice	ISCED 2
Knowledge base scale	3.004
Autonomy scale	1.929
Peer networks scale	3.280
<b>Knowledge base</b>	
Participated in teacher education programme	94.94%
Exposure to subject-specific content in teacher ed. programme	77.60%
Exposure to pedagogy in teacher ed. programme	74.09%
Exposure to practice in teacher ed. programme	74.77%
Participates in individual or collaborative research	41.13%
Receives financial support to pay for professional learning	73.91%
Receives time release for professional learning	65.39%
Receives salary supplement for professional learning	21.90%
Receives non-monetary support for professional learning	14.89%
Participates in extended-time professional learning activities	62.12%
<b>Autonomy</b>	
Autonomy over content	39.70%
Autonomy over course offerings	39.64%
Autonomy over discipline practices	26.85%
Autonomy over assessment	25.90%
Autonomy over materials	61.06%
<b>Peer networks</b>	
Participates in formal induction	59.35%
Mentoring programme at school	67.99%
Participates in network of teachers	47.39%
Receives feedback from direct observations	96.65%
Receives personalised professional development plan	56.60%

1. A country profile for the United States is presented to provide information about the levels of teachers' professionalism. However, the data should be interpreted carefully since the United States did not meet international participation rates.



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