

OECD Schooling, Teachers and Teaching Project

An update on recent developments



Dear Colleagues,

Greetings from the **OECD Schooling, Teachers and Teaching team!**

It is back to school time in many countries of the Northern Hemisphere. As teachers and students head back to school for another unusual year, peer learning across countries can help us learn from the most promising school policies and innovations across the globe. We look forward to continue working with you to reflect on the **future of teaching**, the lifelong **professional learning of teachers** and the **resources** that are needed to best meet students' and teachers' needs today and in the years to come.

Check out our latest publications and project news below.

Staff news

Please note that **Deborah Nusche**, who has been leading the team over the past five years, will be taking a leave of absence from the OECD starting in September 2021. **Karine Tremblay**, previously Project Leader of TALIS, will lead the project during this time. Good luck to Deborah and welcome to Karine!

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The future of teachers and teaching

In June 2021, we held a *First Symposium on the Future of Teachers and Teaching*, bringing together delegates from the OECD's Education Policy Committee and Governing Bodies of the Centre for Educational Research and Innovation (CERI), Teaching and Learning International Survey (TALIS) and Programme for International Student Assessment (PISA). Together, delegates took stock of what we already know about effective teaching and reflected on areas where the OECD can break new ground, in particular in supporting:

- **Future-oriented curricula:** effective, innovative and inclusive teaching for the future.
- **Empowered teachers:** teacher professionalism, lifelong learning and resilience.
- **Effective digitalisation:** a human-centred and equitable approach to digital teaching.
- **Attractive working conditions:** motivating and collaborative working environments in schools.

We will organise a *Second Symposium on the Future of Teachers and Teaching* on 29 November 2021 to continue the joint venture of scanning the horizon for opportunities and challenges shaping the future of teaching and developing new approaches to teacher policy thinking.

Teachers' professional learning (TPL)

In July 2021, we published a second country report in our TPL series, focusing on **teachers' professional learning in Wales**.

- ▶ **Just published:** OECD Teachers' Professional Learning Study, Diagnostic Report for Wales – read and share our second [diagnostic report](#).

Wales has placed teachers' continuing professional learning at the heart of its education policy. The school system has embarked on an ambitious reform programme, centred on a new Curriculum for Wales, designed to deliver a broad and balanced education. Recognising the central role of teachers and school leaders for achieving its goals, the Welsh Government identifies effective professional learning and leadership as key enabling objectives to support the introduction of the new curriculum. Against this backdrop, this report analyses current policies and future opportunities to support teachers' professional growth in Wales, with a particular focus on teachers' professional enquiry and collaboration, leadership for professional learning and evaluation of effectiveness in the context of the curriculum reform.

Join the study with a country diagnosis. Additional countries are welcome to join the TPL study with a country diagnosis in 2021-22. Please contact us for more information.

Resourcing effective teaching

Later in July 2021, we published a working paper on the effective use of time in schools. Following earlier papers on student learning time and [teachers' use of time](#), this new paper takes a closer look at how countries organise their school days. It offers case studies of six countries that have extended the duration of their school days to best address their students' needs.

- ▶ **Just published:** **More time at school: Lessons from case studies and research on extended school days** – read and share our [Working Paper](#).

In the context of the COVID-19 pandemic, different forms of school-day extensions are being discussed to support struggling students and recover learning losses after school and class closures. These include additional learning time, participation in after-school activities and targeted tutoring interventions. Drawing from case studies of pre-pandemic school day extensions in six countries, this paper provides food for thought on how such strategies could be designed and the resources this might involve. The working paper also seeks to provide some examples for how a day at school might be reimagined to address the full range of students' academic, social and emotional needs.

Project oversight and meetings

The work of the Schooling, Teachers and Teaching project is overseen by the OECD's Group of National Experts (GNE) on School Resources. The 8th meeting of the GNE on School Resources will be held in the second quarter of 2022 (date TBC). Countries will be invited to nominate participants with expertise on teachers and teaching, teachers' professional learning and resourcing effective teaching to join the GNE meetings. We hope to see many of you there. Future information and updates on the project will be shared via the ONE Community site of the GNE, available here: <https://community.oecd.org/community/school-resources-review>.

Stay tuned...

- ▶ We shall be back in touch soon to inform you about our upcoming publications and events.

Meanwhile, check out our **websites** for further information: [School Resources Review](#) / [Teachers' Professional Learning Study](#).