Schooling disrupted – schooling rethought
Teacher professionalism in the time of the pandemic
Durham, 23 June, Andreas Schleicher
• **1.5bn** students (and their parents) learned over the last two months that learning is not a place but an activity.

• **Remote learning** has become the lifeline for learning but doesn’t address the social functions of schools.

• Access, use and quality of **online resources** amplify inequality.

• **Accreditation** at stake.

• Huge needs for **just-in-time professional development**.

• Re-prioritisation of curricula and strategies for **re-opening** of schools needed.

• But lots of highly **innovative learning environments** emerging!
Working together
Stakeholders involved in making alternative arrangements for education
(Averages across 36 countries, May 2020)

- **Teachers**: 50% for Government with schools, 20% for Government without schools, 10% for Schools made their own arrangements, 5% for Parents made their own arrangements, and 0% for No alternative arrangements.
Evaluation of the strategy for education continuity
(Averages across 36 countries, May 2020)

- Everybody did all they could to help
- It was designed in a collaborative manner including teachers
- It was well planned
- It was well executed
- Communications were well managed
- There was strong collaboration between public and private sectors
- It was designed in a top down fashion by the government
- It was designed in a collaborative manner including parents
- It was designed in a collaborative manner including the community
- There were conflicts with teachers
- There were conflicts with parents
- There were conflicts between schools and the government
- It was fairly chaotic
The crisis exposed the many inequities in our school systems.
Number of school days of scheduled instruction students have stayed at home so far/are expected to still stay at home* (May 2020)

*Excluding public and school holidays and excluding weekends
Percentage of students who could access all or most of the curriculum
(Averages across 36 countries, May 2020)

Table 6
### Focus of the strategy (Averages across 36 countries, May 2020)

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>To a great extent</th>
<th>To some extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the continuity of the academic learning of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure continuity/integrity of the assessment of student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide professional support, advice to teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure social development of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure support for parents and caregivers to support students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support education of disadvantaged students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure well-being of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure well-being of teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revise graduation/grade transition policy to allow student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure provision of other social services to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure medical attention to teachers affected by Covid-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support students at risk of violence at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure medical attention of students affected by Covid-19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Averages across 36 countries, May 2020)
Innovation and alternative arrangements
Instructional resources used (Averages across 36 countries, May 2020)

- Existing online instructional resources
- Online instruction delivered by the same teachers of the students learning
- Instructional packages (textbooks, worksheets, printouts)
- Educational television
- Radio education
- Online instruction provided by private tutors

%
Technology is only as good as its use (TALIS 2018)

Percentage of teachers who “frequently” or “always” let students use ICT for projects or class work
Providing them with access to resources (printed, online, etc.)
Participation in peer-networks within the school
Participation in peer-networks across schools
Just in time guidance from leadership as needed
Teachers were not offered professional development during the pandemic
Providing them funds to take courses

Professional development to support teachers during the strategy of education continuity (Averages across 36 countries, May 2020)

Table 11
Re-opening schools
Strategies for the new normal
Are there plans to reopen schools this academic year?
(Averages across 36 countries, May 2020)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, there is a definite date, if so specify month/day</td>
<td>50%</td>
</tr>
<tr>
<td>There are plans to reopen, but there is no definite date</td>
<td>25%</td>
</tr>
<tr>
<td>There is no clarity as to whether schools will reopen</td>
<td>15%</td>
</tr>
<tr>
<td>Schools will not reopen this academic year</td>
<td>7%</td>
</tr>
<tr>
<td>I don't know</td>
<td>3%</td>
</tr>
<tr>
<td>No answer</td>
<td>3%</td>
</tr>
</tbody>
</table>
Evidence from previous epidemics suggests school-closure can prevent < 15% of infections.
When do schools plan to reopen? *(Averages across 36 countries, May 2020)*

<table>
<thead>
<tr>
<th>Reason for Reopening</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School levels</td>
<td>70%</td>
</tr>
<tr>
<td>Grade schedules</td>
<td>50%</td>
</tr>
<tr>
<td>Geographical location</td>
<td>30%</td>
</tr>
<tr>
<td>Same date</td>
<td>30%</td>
</tr>
</tbody>
</table>
## Health measures included in the reopening plans
**(Averages across 36 countries, May 2020)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Extremely likely</th>
<th>Somewhat likely</th>
<th>Neither likely nor unlikely</th>
<th>Somewhat unlikely</th>
<th>Extremely unlikely</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training students, teachers and staff on basic hygiene and barrier gestures</td>
<td>78%</td>
<td>20%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Mandatory application of social distancing protocols</td>
<td>81%</td>
<td>16%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Mandatory use of masks for all students, teachers and school staff</td>
<td>62%</td>
<td>34%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Mandatory use of antiseptic wipes for students and teachers to clean their desks every day</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Closure of all common areas in school</td>
<td>35%</td>
<td>45%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Can we reconcile... social distancing with... innovative pedagogy?
Prevalence of pedagogical strategies (TALIS 2018)

Teaching practices
Percentage of teachers who frequently or always use the following practices in their class (OECD average - 31)

- Tell students to follow classroom rules
- Tell students to listen to what I say
- Calm students who are disruptive
- When the lesson begins, tell students to quieten down quickly
- Explain to students what I expect them to learn
- Explain how new and old topics are related
- Set goals at the beginning of instruction
- Refer to a problem from everyday life or work
- Present a summary of recently learned content
- Let students practise similar tasks
- Give tasks that require students to think critically
- Have students work in small groups to come up with a solution
- Let students to solve complex tasks
- Present tasks for which there is no obvious solution
- Let students use ICT for projects or class work
- Give students projects that require at least one week to complete

Classroom management
Clarity of instruction
Cognitive activation
Enhanced activities
Plans to reopen to address well-being of students
(Averages across 36 countries, May 2020)

Table 19
What strategies will be used for school reopening?
(Averages across 36 countries, May 2020)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive return of students (e.g. by age cohorts)</td>
<td>80%</td>
</tr>
<tr>
<td>Classroom based teaching and learning in shifts</td>
<td>70%</td>
</tr>
<tr>
<td>Hybrid model of distance and classroom based teaching and learning</td>
<td>50%</td>
</tr>
<tr>
<td>Return to normal scheduling and student attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Student and teacher returns contingent upon results of antibody testing</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom teaching conducted in schools’ outdoor spaces</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 17
 Deliver targeted training for teachers on effective e-learning and assessment
Secure internet connectivity for all teachers and students
Invest in updating or creating effective e-learning platforms and content
Ensure that all teachers and students are equipped with suitable devices
Develop alternative modes for students without internet connectivity (e.g. radio, TV)

E-learning readiness in reopening plans
(Averages across 36 countries, May 2020)
Inclusion of ICT for teaching in initial education or training matters to use it

Likelihood of teachers reporting to “frequently” or "always" let students use ICT for class work related to the inclusion of the use of ICT for teaching in formal education or training

<table>
<thead>
<tr>
<th>Country</th>
<th>Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina (BRA)</td>
<td>3.00</td>
</tr>
<tr>
<td>Colombia (COL)</td>
<td>2.50</td>
</tr>
<tr>
<td>Mexico (MEX)</td>
<td>2.00</td>
</tr>
<tr>
<td>Brazil (BRA)</td>
<td>1.50</td>
</tr>
<tr>
<td>Italy (ITA)</td>
<td>1.00</td>
</tr>
<tr>
<td>Japan (JPN)</td>
<td>0.50</td>
</tr>
<tr>
<td>Latvia (LAT)</td>
<td>0.25</td>
</tr>
<tr>
<td>Lithuania (LIT)</td>
<td>0.10</td>
</tr>
<tr>
<td>Korea (KOR)</td>
<td>0.05</td>
</tr>
<tr>
<td>Austria (AUT)</td>
<td>0.00</td>
</tr>
<tr>
<td>Hungary (HUN)</td>
<td>0.00</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>0.00</td>
</tr>
<tr>
<td>South Africa</td>
<td>0.00</td>
</tr>
<tr>
<td>France (FRA)</td>
<td>0.00</td>
</tr>
<tr>
<td>Iceland (ISL)</td>
<td>0.00</td>
</tr>
<tr>
<td>Kazakhstan (KAZ)</td>
<td>0.00</td>
</tr>
<tr>
<td>Saudi Arabia (SAU)</td>
<td>0.00</td>
</tr>
<tr>
<td>Romania (ROU)</td>
<td>0.00</td>
</tr>
<tr>
<td>Slovenia (SVN)</td>
<td>0.00</td>
</tr>
<tr>
<td>United States (USA)</td>
<td>0.00</td>
</tr>
<tr>
<td>Sweden (SWE)</td>
<td>0.00</td>
</tr>
<tr>
<td>Turkey (TUR)</td>
<td>0.00</td>
</tr>
<tr>
<td>Israel (ISR)</td>
<td>0.00</td>
</tr>
<tr>
<td>Georgia (GEO)</td>
<td>0.00</td>
</tr>
<tr>
<td>Belgium (BEL)</td>
<td>0.00</td>
</tr>
<tr>
<td>Croatia (CRO)</td>
<td>0.00</td>
</tr>
<tr>
<td>Singapore (SIN)</td>
<td>0.00</td>
</tr>
<tr>
<td>Finland (FIN)</td>
<td>0.00</td>
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<tr>
<td>Netherlands (NED)</td>
<td>0.00</td>
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<tr>
<td>Spain (ESP)</td>
<td>0.00</td>
</tr>
<tr>
<td>Malta (MLT)</td>
<td>0.00</td>
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<tr>
<td>Russia (RUS)</td>
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<tr>
<td>New Zealand (NZL)</td>
<td>0.00</td>
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<tr>
<td>Denmark (DNK)</td>
<td>0.00</td>
</tr>
<tr>
<td>Czech Republic (CZE)</td>
<td>0.00</td>
</tr>
<tr>
<td>Estonia (EST)</td>
<td>0.00</td>
</tr>
<tr>
<td>Vietnam (VNM)</td>
<td>0.00</td>
</tr>
<tr>
<td>Portugal (PRT)</td>
<td>0.00</td>
</tr>
<tr>
<td>Australia (AUS)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*Teachers for whom the use of ICT for teaching was included in formal education or training are more likely to report that they “frequently” or "always" let students use ICT for class work.*

*Teachers for whom the use of ICT for teaching was included in formal education or training are less likely to report that they “frequently” or "always" let students use ICT for class work.*

Table I.4.18
Online courses/seminars for professional development could be mainstreamed in the new reality.

Percentage of teachers who participated in the following professional development activities

- Courses and/or seminars attended in person
- Reading professional literature
- Education conferences
- Peer and/or self-observation and coaching as part of a formal arrangement
- Participation in a professional network
- Online courses and/or seminars
- Other types of professional development activities

OECD average: 31%

Fig I.5.3
OWNERSHIP AND EMPOWERMENT
Most teachers feel control over their practice.

**How much professional autonomy do teachers have?**

- Over **90%** of teachers say they have control over:
  - choice of teaching methods
  - assessing students' learning
  - discipline
  - amount of homework

- **84%** say they are involved in deciding overall course content.

- In only **56%** of schools do teachers play a role in school management, according to principals.
TEACHERS SEEM MORE OPEN TO INNOVATION THAN OUR INDUSTRIAL SCHOOL ORGANISATION SUGGESTS
The vast majority of teachers have a positive attitude towards change and innovation...
UPHOLDING THE SOCIAL FABRIC OF SCHOOLS
Special needs students are at particular risk, since schools lack teachers equipped to support them.

Percentage of principals reporting that the following shortages of resources hinder the school's capacity to provide quality instruction "quite a bit" or "a lot" (OECD average - 30)

- Shortage of support personnel
- Shortage of teachers with competence in special needs students
- Shortage or inadequacy of competence in instructional leadership
- Shortage or inadequacy of physical infrastructure
- Shortage or inadequacy of time with students
- Shortage or inadequacy of instructional space
- Shortage or inadequacy of digital technology for instruction
- Shortage of qualified teachers
- Shortage of teachers with competence in a multicultural setting
- Insufficient Internet access
- Shortage or inadequacy of necessary materials to train vocational skills
- Shortage of teachers with competence in disadvantaged students
- Shortage or inadequacy of library materials
- Shortage of vocational teachers
- Shortage or inadequacy of instructional materials

Fig I.3.15
Novice teachers are also more likely to work in more challenging schools.

Percentage of novice teachers, by school characteristics (OECD average-31)

- Fewer than or equal to 30%
- More than 30%
- Fewer than or equal to 10%
- More than 10%

Fig I.4.9

By concentration of students from socio-economically disadvantaged homes

By concentration of immigrant students
... few (novice) teachers have a mentor

Percentage of teachers who have an assigned mentor as part of a formal arrangement at the school, by teachers' teaching experience

Fig I.4.14
STRENGTHENING TEACHER COLLABORATION
How do teachers collaborate with their peers?

Deeper form of collaboration are less prevalent than simple exchanges and co-ordination between teachers.

61% of teachers regularly discuss the development of students with colleagues.

47% frequently exchange teaching materials.

But only 28% teach classes as a team at least once a month.

And only 9% routinely observe colleagues and give feedback.

This kind of deeper professional collaboration is associated with higher job satisfaction, self-efficacy, and the use of innovative practices.
Prevalence of deeper forms of professional collaboration

Percentage of lower secondary teachers who report engaging in the following collaborative activities in their school at least once a month:

- **Teach jointly as a team in the same class**
- **Observe other teachers' classes and provide feedback**
- **Participate in collaborative professional learning**

### Fig II.4.2/A
The adoption of effective teaching practices and professional collaboration go hand in hand

Relationship between use of cognitive activation practices and different collaborative activities
Results of linear regression based on responses of lower secondary teachers

Note: Statistically significant results are marked in darker tones.
Principals’ collaboration with other principals on challenging work tasks

**Principals' leadership activities**
Percentage of lower secondary principals who have "often" or "very often" engaged in collaborating with principals from other schools on challenging work tasks in the 12 months prior to the survey

Table II.5.12
REDUCING PRESSURE ON TEACHERS
Helping teachers focus on the core of their work is likely to be the most effective to mitigate the impact of the crisis on their well-being.

**Relationship between teachers' experience of stress at work and task intensity**

Estimated percentage of teachers experiencing stress in their work "a lot", by task intensity (OECD average-31)

Note: the "X" in the figure represents the share of teachers experiencing stress in their work "a lot", given an average task intensity (OECD average-31)
RAISING THE SOCIAL STATUS OF TEACHERS
The same hold for the way parents and society view the profession, and teachers perceive this.

What do teachers say about the status of teaching?

Only 26% of teachers feel that they are valued by society.

But 91% of teachers do not regret becoming a teacher.

Longer-serving teachers are more likely than their younger colleagues to say that the profession is undervalued.
Change in perceived societal value of teaching from 2013 to 2018
Percentage of teachers who “agree” or “strongly agree” that the teaching profession is valued in society
Thank you

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- Country notes
- Videos
- The complete micro-level database

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