

**DIRECTORATE FOR EDUCATION AND SKILLS
EDUCATION POLICY COMMITTEE**

Policies for a Future-Ready Teaching Profession in the Digital Age

Proposed methodology and areas of focus

16-17 March 2023, OECD Conference Centre, Paris, France.

This document contains the proposed methodology and areas of focus for the project *Policies for a Future-Ready Teaching Profession in the Digital Age* (Strand 2 of the OECD umbrella project on *Resourcing School Education for the Digital Age: Effective Digitalisation and Future-Ready Teachers*) to be discussed at the 8th Meeting of the Group of National Experts on School Resources (GNE-SR) on 16-17 March 2023.

The Group of National Experts on School Resources (GNE-SR) is invited to:

- COMMENT on the proposed scope and methodology of the project;
- PROVIDE GUIDANCE on the most relevant policy issues and questions among the proposed focus areas to be addressed by the project.

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Policies for a Future-Ready Teaching Profession in the Digital Age: Proposed methodology and areas of focus

Introduction

1. *Resourcing School Education for the Digital Age: Effective Digitalisation and Future-Ready Teachers* is an umbrella project included in the 2023-24 Programme of Work and Budget (PWB) [EDU/EDPC/CERI(2021)3]. Under the guidance of the Group of National Experts on School Resources (GNE-SR), the umbrella project seeks to investigate how countries can design system-level policies that enable their school sectors to achieve excellence and equity in the digital age. It is comprised of three strands, which seek to address the following questions:

- Strand 1 (*Policies for the Digital Transformation of School Education*): How can education systems create a **comprehensive and integrated system-level policy environment** that enables an **effective and equitable use of digital resources**?
- Strand 2 (*Policies for a Future-Ready Teaching Profession in the Digital Age*): How can education systems **re-design teacher policies** to leverage the momentum gained during the pandemic and advance the **profession's transformation for the future**?
- Strand 3 (*Policies for Efficient Investments in School Education*): How can education systems more efficiently **mobilise and use education resources to foster inclusive growth and enhance societal outcomes**?

2. Strands 1 and 2 consist of two inter-related, complementary projects, while Strand 3 consists of ad-hoc knowledge mobilisation activities funded by Voluntary Contributions (VCs) from countries.

3. This document presents a proposed methodology and areas of focus for the project on *Policies for a Future-Ready Teaching Profession in the Digital Age* (Strand 2). It will be discussed at the eighth meeting of the GNE-SR on 16-17 March 2023 [EDU/EDPC/SR/A(2023)1] and refined based on the feedback received. The following sections present the thematic policy areas on which the Strand 2 project could focus and lay out its proposed methodology.

4. The document builds on the initial project description included in the PWB as well as discussions during three Symposia on the Future of Teachers and Teaching, the preliminary *Roadmap for Future OECD Work on Teachers and Teaching* [EDU/EDPC/CERI(2022)3] that was prepared on their basis, as well as discussions during the meeting of the Education Policy Committee (EDPC) at Ministerial level on 7-8 December 2022.¹ It also draws on the methodological approaches to earlier thematic policy work conducted as part of the *School Resources Review* and the *Teacher Professional Learning Study*.

¹ For a summary of the Ministerial Meeting and all related documentation, see www.oecd.org/education/ministerial.

5. The Group of National Experts on School Resources (GNE-SR) is invited to:
- COMMENT on the proposed scope and methodology of the project;
 - PROVIDE GUIDANCE on the most relevant policy issues and questions among the proposed focus areas to be addressed by the project.

Possible areas of focus

6. The pandemic has created an opportunity to reimagine a future of schools and education around a whole-child and whole-of-society paradigm that focuses on letting every child thrive and ensuring learners' well-being. It has also accelerated the digital transformation of schools and saw teachers make tremendous progress in acquiring new skills and adapting to digital learning. The challenge for policy makers now is to leverage the momentum generated by the pandemic, build on the opportunities it has created and address the weaknesses it has exposed, in order to lead school education into the digital age. The teaching profession is at the heart of this transformation and needs to be recognised and supported as co-creators and agents of change for the process to be a success.

7. The digital transformation of school education (subject of the complementary project of Strand 1) requires various aspects of teacher policy to be rethought or adapted in order to ensure the profession's future-readiness. Exploring how teacher policies can or need to be adapted to make the most of the opportunities of the digital transformation is the central goal of the project. This includes, for instance, policy implications for teachers' professional learning, career structures, working time arrangements, responsibilities and accountability mechanisms. In addition to this overarching theme, the OECD Secretariat is inviting the GNE-SR to provide feedback on priority issues that could serve as focus areas for the project's activities. The following sections propose five policy areas related to the teaching profession's digital transformation. Depending on Members' and Partners' priorities and educational objectives, a select number of these could be subject to the project's peer learning Symposia (the project's methodology is described further below).

Preparing teachers for their evolving roles in the digital age and fostering collaboration between professionals for a whole-child approach to learning

8. Over the past decades, there has been a growing awareness of the impact that teachers' work has on students' learning and life outcomes (Chetty, Friedman and Rockoff, 2014^[1]). Calls for a whole-child approach to teaching are intensifying and the demands placed on teachers have diversified as a consequence (OECD, 2021^[2]). At the same time, digital technologies are changing teachers' working environment, creating new possibilities to engage with students while promising to take over some of their more routine tasks. Drawing on past OECD work (OECD, 2019^[3]; OECD, 2021^[4]), this proposed focus area aims to investigate how teachers' roles are evolving and to identify strategies to better prepare teachers for the opportunities and challenges of the digital age. Special consideration would be given to policies that promote professional collaboration with the potential to foster holistic learning experiences and allow students to develop their full potential.

9. Digitalisation creates many opportunities to enhance teaching and learning. Assistive technologies and digital learning tools can assist teachers in creating a personalised learning experience and in meeting the specific needs of each student. They also promise to make teachers' work more efficient and reduce the time they need to spend on peripheral tasks, such as administrative work. At the same time, digital technologies can improve learning only insofar as they are employed effectively, which places significant demands on teachers to identify suitable ways of integrating digital learning tools into their practice (Nusche and Minea-Pic, 2020^[5]). The digital age adds a range of new responsibilities to teachers' work, such as familiarising themselves with new digital tools and optimising their use, creating and adapting digital

contents and monitoring digital learning environments. Under this focus area, the OECD Secretariat thus proposes to explore the policy implications of teachers' changing roles, their additional responsibilities and the efficiency gains brought about by the use of digital technologies in the medium and long-run.

10. Being a successful teacher in the digital age requires not only the effective use of digital learning technologies but also fostering the skills that their students will need to thrive in the future. This includes digital and analytical skills as well as problem solving, creative and critical thinking, communication skills, socio-emotional skills (OECD, 2021^[4]), and the ability to continue acquiring new skills (OECD, 2019^[3]). Pedagogical research also emphasises the diversity of learners' needs related to factors such as different ability levels, special education needs, learning dispositions or familiarity with the language of instruction. Recognising these diverse student needs requires teachers to move away from a one-size fit all approach to teaching and putting learners' needs at the heart of their practice. Digital technologies can assist this endeavour by providing new opportunities to personalise learning content to students' needs and to better support children that face a range of special education needs (OECD, 2021^[6]). Helping teachers to meet these new demands may require adjustments to their initial education and continuing professional learning, as well as to the professional standards guiding their work.

11. Teachers are also increasingly expected to take a whole-child approach that seeks to promote the well-being, physical and mental health of their students as a precondition for successful learning. For instance, students who suffer mental distress are 35% more likely to have repeated a grade or to be at elevated risk of early drop-out (OECD, 2021^[7]). Both, the deteriorating mental health levels of youth during the pandemic and the additional mental health risks associated with the use of digital technologies call for further efforts of education systems to build resilience among youth as well as to identify and support at-risk students. A growing number of education systems also report poor nutrition, a lack of physical exercise and overweight among students as key concerns (Burns and Gottschalk, 2020^[8]). Promoting health and well-being early on is essential to preventing health problems later in life and to allowing children to unfold their full potential. Teachers are, in most cases, the most proximate adult contact person outside students' immediate families and can, as such, play an important role in promoting students' health and well-being as well as identifying and addressing problems at an early stage.

12. Teachers cannot meet the demands placed on education systems in the digital age by themselves. Allowing every child to reach its full potential will require education systems to promote collaboration between teachers and a range of other professionals, including health and social workers, psychologists, speech and language therapists, and professionals working with children with special needs. At the same time, collaboration between teachers, IT experts and IT service providers will become increasingly important to ensure that digital technologies serve teachers and their students' needs. This focus area could therefore explore how policies related to teachers' working conditions, professional learning and inter-professional collaboration can support them in their new roles and promote a whole-child approach to learning in the digital age. Peer learning events and policy analyses could, for example, address the following questions:

- What new demands do teachers face in the digital age and how should professional standards, accreditation/evaluation criteria etc. be adapted to reflect their changing role?
- How can digital technologies support the shift towards a whole-child approach to learning, and help teachers move towards more personalised instruction adapted to students' specific needs?
- What structural support do teachers need to meet these new demands and what role can policies related to digital technologies and resources play in this endeavour?
- How can policy makers promote effective collaboration between teachers and other professionals to enable a whole-child approach to teaching?

Raising the attractiveness of the profession: Adapting teachers' careers and working conditions to address shortages, attract and retain high-quality candidates

13. Raising the attractiveness of the teaching profession has been identified as a key priority for OECD countries during the OECD Symposia on the Future of Teachers and Teaching [EDU/EDPC/CERI(2022)3]. While the teaching profession has been afflicted by vocational crises in the past, the COVID-19 pandemic has exacerbated teacher shortages in many OECD education systems (García, Kraft and Schwartz, 2022^[9]; Jack and Cocco, 2022^[10]). High attrition rates, dropping enrolment in initial teacher education programmes and retirement waves have further aggravated the problem in some OECD countries. At the same time, a qualified and motivated teaching workforce is of utmost importance to help students overcome the learning deficits incurred during the pandemic and to accommodate additional pressures on many OECD education systems due to the migration flows resulting from Russia's war of aggression against Ukraine. In light of these challenges, this focus area proposes to identify specific policies to attract and retain high-quality candidates to the teaching profession. In doing so, it will build on the OECD's previous work on teacher policy (incl. the OECD Initial Teacher Preparation Study, the Teaching and Learning International Survey [TALIS] and the OECD School Resources Review) and complement it with new insights on teachers and teaching in the digital age (OECD, 2019^[11]; OECD, 2022^[12]).

14. Attracting and retaining qualified teachers relies on a mix of policy levers designed to enhance the status of the profession, provide competitive compensation packages, working conditions as well as satisfying and fulfilling career progressions. These efforts must be directed at a range of target groups, simultaneously retaining experienced staff and attracting new candidates to the profession. Creating pathways for experienced professionals to enter schools as second-career teachers can be another important lever to address shortages in specific fields. This requires effective support systems that help them to assume their new responsibilities in the classroom.

15. Improving the status of teaching is an important factor in attracting qualified candidates to the profession and recognising the contributions of experienced teachers (OECD, 2020^[13]). In this light, the imbalance between the social relevance of the teaching profession and its perceived status in many OECD countries is a reason for serious concern. Identifying policies that can improve the professional status of teaching must therefore be an important element in any effort to attract and retain high-quality teachers. The significant variation in the social recognition of teachers across OECD countries points to the potential for international peer learning on strategies that can boost the professional status of teachers (OECD, 2020^[13]).²

16. Compensation is often regarded as a key policy lever to improve the status of the teaching profession and teachers in most OECD countries continue to earn significantly less than other tertiary educated adults (OECD, 2020^[13]). Nevertheless, policy makers face difficult trade-offs when it comes to teachers' compensation, particularly in a context of increasingly tight public budgets (OECD, 2022^[14]). Salary structures must balance the interests of teachers at different points in their careers, granting both sufficiently high starting salaries to attract talented candidates to the profession and sufficient opportunities for salary progression throughout the career (OECD, 2019^[11]). Furthermore, making second-career teaching an attractive option for mid-career professionals may require salary structures that recognise their relevant professional experience outside teaching. Policy makers therefore need to find creative solutions to provide all teachers with attractive compensation packages. In light of these considerations, this focus area could explore policy options to increase the attractiveness of compensation packages and identify promising approaches across OECD countries.

17. Data from OECD countries shows that teachers' salaries are only one among many factors determining the attractiveness of the profession. What matters at least as much is whether teaching

² In TALIS 2018, only 4.5% of lower secondary teachers in the Slovak Republic agreed that their profession is valued in society, compared to 67% in Korea (OECD, 2020^[13]).

presents a challenging and intellectually stimulating career path with sufficient opportunities for professional development and career advancement. TALIS 2018 has identified several factors that affect teachers' job satisfaction, including their participation in continuing professional learning, professional collaboration and their pedagogical autonomy (OECD, 2020_[13]). The analysis conducted as part of this focus area could generate insights into the broader range of non-material factors that can increase teachers' job satisfaction and well-being and explore policy measures that can improve their retention.

18. The high workload faced by many teachers is one of the key factors linked to high attrition rates (OECD, 2020_[13]). Already prior to the COVID-19 pandemic, around 20% of teachers across OECD countries reported experiencing high levels of stress at work and the pandemic has put even greater demands on them. Teachers had to navigate new online learning environments largely without prior training, were exposed to significant health risks and were expected to engage a student population under increasing mental distress. The mounting pressure on teachers has led to reports of rising cases of anxiety and burnout within the profession (Meinck, Fraillon and Strietholt, 2022_[15]). In the post-COVID-19 era, it is therefore critical to explore policy levers to relieve the pressure teachers face and provide them with the professional support they need to excel in their work.

19. In summary, this focus area proposes to approach the challenge of addressing teacher shortages and improving the attractiveness of the teacher profession by providing analysis and peer learning opportunities around questions such as:

- How can school systems improve the professional status of teaching to address teacher shortages?
- How can policy makers create effective alternative pathways into teaching and provide support for second-career teachers to help alleviate shortages?
- How can policy makers rethink the use of resources (including digital technology and the organisation of teachers' time) to provide attractive salaries for young teachers as well as experienced professionals?
- How can policy makers improve the working conditions and well-being of teachers?
- Which non-monetary factors (e.g. opportunities for career advancement, professional development and collaboration, professional autonomy etc.) have proven effective in raising the attractiveness of the teaching profession?

Creating effective mechanisms to foster innovation and to identify, adapt and scale up good teaching practices and policies

20. OECD countries at the 2022 EDPC Ministerial meeting have reaffirmed their commitment to developing education systems that help every learner to reach their potential by promoting innovative learning environments and ensuring high quality teaching (OECD, 2022_[16]). A growing focus on inclusion and a whole-child approach to learning requires teachers to innovate, experiment and adapt their practices. Furthermore, digital technologies have shown significant – and largely untapped – potential to further enhance teaching and learning. Policy experimentation and the dissemination of knowledge around effective uses of digital technologies for teaching will therefore be important to reap the educational benefits of the digital age. At the same time, digital technologies provide new opportunities to evaluate and assess the effectiveness of teaching methods and to disseminate innovative practices to enable peer learning at the local and international levels. On the one hand, policy makers thus need to create the conditions in which innovations in policy and teaching practices are encouraged. On the other hand, they should consider how to leverage digital technologies to evaluate, identify and record successful approaches, and to allow them to be scaled up and adapted to different settings.

21. Local pilot schemes are a common way for policy makers to promote experimentation and provide a testing ground for new initiatives in education. Making effective use of school pilots, however, requires rigorous implementation, the evaluation of results and processes to decide on their adaptation or adoption at scale. Other strategies to stimulate local innovation include the decentralisation of decision-making and an increase in schools' pedagogical autonomy. Yet, enabling local authorities, school leaders or teachers to make effective use of their autonomy requires sufficient capacity, a supportive environment and accountability mechanisms (OECD, 2017^[17]; OECD, 2021^[18]).

22. Whether supported at the central level or not, teachers' professional practice breeds innovation on an ongoing basis (Paniagua and Sánchez-Martí, 2018^[19]). This has been demonstrated once more when teachers quickly adapted to changing conditions and ensured the continuity of learning during the COVID-19 pandemic, often through innovative uses of digital technologies (Vincent-Lancrin, Cobo Romani and Reimers, 2022^[20]). However, not all school systems are well adapted to identify and record successful classroom practices in order to codify and spread teachers' knowledge across the system. Online platforms and learning communities can provide teachers with opportunities to share good practices and materials, but to function well, they need to be embedded in a policy environment that supports a culture of collaborative professional learning (Boeskens, Nusche and Yurita, 2020^[21]).

23. Scaling-up successful policies and classroom practices and facilitating their adoption across the system is notoriously challenging. There is no shortage of exceptionally successful teachers and schools that perform against the odds. Yet, practices that have proven to be successful in one setting are often found to have a diminishing impact once they are adopted at scale (Giles and Hargreaves, 2006^[22]). Spreading successful practices therefore requires attention to context and a keen understanding of the conditions under which local practices can be successfully replicated elsewhere.

24. Analyses and peer learning events could identify effective mechanisms to foster innovation and to identify, adapt and scale up good teaching practices and policies. They could, for example, be organised around the following questions:

- How can school systems harness the potential of pilot schemes and impact evaluations to foster innovation and evidence-based policy making?
- What mechanisms can be used to identify schools that successfully employ innovative teaching practices or that perform against the odds?
- What conditions need to be in place to scale up good teaching practices and successful local initiatives and to enable their replication in different settings?

Strengthening pedagogical leadership in schools and leveraging digital technologies to support teachers' continuing professional learning to build skills for the digital age

25. The abrupt switch to digital learning environments during the pandemic has revealed significant gaps in teachers' digital skills and pedagogical knowledge on the effective use of digital resources for teaching. These gaps are hardly surprising, since 45% of 15-year-olds across OECD countries were enrolled in schools whose teachers lacked the necessary technical and pedagogical skills to integrate digital devices in teaching in 2018 (OECD, 2020^[23]). Data from the OECD Survey of Adult Skills (PIAAC) and the Programme for International Student Assessment (PISA) also show that teachers' problem-solving skills in technology-rich environments can be directly associated with students' performance in computer problem solving and computer mathematics (OECD, 2019^[3]).

26. The importance of teachers' continuing professional learning (CPL) is broadly recognised and 90% of teachers across OECD countries report having participated in at least one CPL activity in the last 12 months in TALIS. Teachers who received relevant training or regularly collaborated with peers report

using ICT in their classes more frequently and feel more confident in supporting students with digital technologies (OECD, 2020^[24]; Minea-Pic, 2020^[25]; European Commission, 2013^[26]). Nevertheless, there remains an unmet demand for training on digital skills and pedagogies and teachers across the OECD rank 'ICT skills for teaching' as the topic with the second highest level of training needs (OECD, 2019^[27]). To address this challenge, the OECD proposes to identify policies that can ensure the provision and uptake of high-quality CPL for teachers to build the necessary skills for the digital age. Particular attention would be paid to digital technologies as a means to broaden participation in CPL (e.g. by widening access or providing more flexible formats of professional learning opportunities) and to enhance its quality (e.g. by making learning activities more engaging, better suited to teachers' needs or enabling new forms of professional collaboration). To do so, the project proposes to employ the framework developed for the Teachers' Professional Learning (TPL) Study (Boeskens, Nusche and Yurita, 2020^[21]) and to incorporate insights gained through the project on *Policies for the Digital Transformation of School Education* (Strand 1) [[EDU/EDPC/SR\(2023\)2](#)].

27. Effective CPL requires the engagement of a range of actors in different roles and capacities, including the extended school leadership (i.e. school leaders, their teams and teachers who take on leadership responsibilities within a school). The school leadership plays a key role in establishing a culture of professional learning, in identifying teachers' training needs and pointing them to the right training opportunities. Previous OECD work has identified that strong pedagogical leadership in schools is associated with a lower reported need for professional development among teachers, pointing to the crucial role of school leaders and their teams in improving the preparedness of teachers (Cooc, 2018^[28]). Beyond this, there is some evidence from OECD countries that school leadership plays a role in establishing an environment in which teachers are encouraged to use and learn about ICT (Ottestad, 2013^[29]). This calls for a whole system approach to CPL in line with the TPL framework, analysing contributing factors to successful CPL on the level of teachers, schools and the broader education system.

28. Teachers' CPL can take a wide range of formats, including centrally provided courses, workshops and seminars, as well as collaborative learning, structured peer observations or coaching arrangements (Boeskens, Nusche and Yurita, 2020^[21]). In recent years, in-person professional learning activities for teachers have been complemented by an increasing number of online formats. Already in 2017, 21% of teachers in OECD countries with available data from the Survey of Adult Skills reported having participated in online education in the last 12 months (Nusche and Minea-Pic, 2020^[30]). However, not all forms of CPL are equally impactful. An extensive body of research has been devoted to identifying the characteristics of effective CPL (Darling-Hammond, Hyler and Gardner, 2017^[31]) and teachers' reports underline the importance of collaborative approaches, the incorporation of active learning methods and contents that speak to the challenges that teachers face in the classroom (OECD, 2019^[27]). Less evidence is currently available on the effectiveness of online formats of CPL. The OECD Secretariat therefore proposes to explore countries' practices for assessing and improving the quality of both their in-person as well as their online CPL offer. This includes goalsetting, monitoring and evaluation, accountability structures and the involvement of teachers and other stakeholders in the development and delivery of CPL.

29. The impact of professional learning opportunities depends not only on their quality but also its accessibility and teachers' uptake. Findings from TALIS 2018 suggest that a lack of incentives is among the main reasons for their limited participation (OECD, 2019^[27]). It is thus important to understand the extrinsic factors shaping teachers' engagement with CPL, such as its link to career advancement or appraisal systems. Finding ways to reinforce teachers' intrinsic motivation to engage in CPL, however, is equally important. In fact, prior OECD work suggests that teachers are most likely to participate in CPL activities if they are motivated to make a social impact through their work (OECD, 2019^[27]). This points to the importance of raising awareness among teachers about the possible benefits of ICT for teaching and learning. However, external barriers, such as scheduling conflicts or training costs can frustrate even motivated teachers and reduce their willingness to engage in CPL. The digital age promises to overcome

some of these barriers and make CPL more accessible through online or hybrid formats (Bates, Phalen and Moran, 2016^[32]).

30. To help countries equip teachers for the digital age, the OECD Secretariat proposes to explore a wide range of policies that can support teachers' engagement in relevant CPL to strengthen their digital skills and pedagogies. This would take into account motivational aspects as well as the ways in which digital technologies can help to improve the accessibility and effectiveness of the CPL offer. Analyses and peer learning events carried out under this focus area could be organised around questions such as:

- How can policy makers increase teachers' engagement in CPL on digital skills and pedagogies by providing extrinsic incentives whilst fostering teachers' intrinsic motivation (e.g. linking CPL to career progression, creating environments of trust and mutual learning, etc.)?
- What barriers are currently hindering teachers' engagement in CPL on digital skills and pedagogies? What policy changes are necessary to overcome these barriers and how might digital technologies themselves allow to overcome these barriers?
- Who is responsible for providing CPL on digital skills and pedagogies, which formats are chosen for the provision and how are digital tools used in the delivery of CPL? How do these factors interact with the effectiveness of CPL?
- How is the content of CPL on digital skills and pedagogies selected and which mechanisms exist to align these learning opportunities with teachers' professional development needs?
- Which forms of monitoring and evaluation and accountability structures are necessary to ensure the quality of CPL on digital skills and pedagogies (e.g. development of indicators, integration into school evaluation protocols, etc.)?

Fostering teachers' agency, professionalism and their engagement in the transformation of the profession and their schools

31. Empowering teachers to lead the way towards the future of education has emerged as a key priority for OECD countries during a series of OECD Symposia on the Future of Teachers and Teaching [\[EDU/EDPC/CERI\(2022\)3\]](#). The digital transformation of education, the growing diversity of learners, the evolving research on high quality teaching and demands for a whole-child approach to education will continue to put pressure on the teaching profession to evolve. At the same time, the COVID-19 pandemic has opened a window of opportunity to preserve and build on the innovations to teaching and learning that took place in recent years. In the face of the significant transformations awaiting the teaching profession, countries are looking for ways to ensure that teachers can play a leading role in this process, both at the individual level and collectively. Teachers' capacity to make autonomous judgements over their work and enact leadership in their job are important components of their professionalism (OECD, 2020^[13]; Hargreaves and Fullan, 2013^[33]; Guerriero, 2017^[34]). Giving teachers more agency in their work and a leading role in the evolution of their roles can also help to increase the attractiveness of the profession in the long run (OECD, 2019^[11]).

32. As a consequence, countries have highlighted the importance of supporting teachers' agency and empowering them to play an active role in the transformation of their profession and in shaping their rapidly changing work environment. The professional autonomy that teachers and school leaders have over their work plays an important role in how they experience their working conditions, but also shapes their professional identity and collective agency. Empowering teachers to use their professional autonomy effectively can also help them to adapt their practices to the rapidly changing circumstances that characterise teaching in the digital age. Policy makers therefore need to reflect on the scope that teachers are given in deciding how to fulfil their tasks, but also on their involvement in defining the parameters of their roles and the conditions they require to carry them out effectively (OECD, 2019, p. 160^[11]).

33. Reforms of the teaching profession often run into challenges at the point of implementation, especially when they are perceived as imposed in a top-down fashion and suffer from a lack of support within the profession. This has led to calls for changing the paradigm and culture of policy making in education and strengthening leadership from within the profession to ensure the success of future teacher policy reforms. Policy makers need to consider how to bring the profession on board, to help them embrace change as an opportunity for growth and to implement novel policy efforts effectively. This will require establishing structures for teachers and professional organisations to meaningfully engage in decision-making at different levels of the system. The digital transformation of teaching not only intensifies the need for the transformation of the profession – it could also provide teachers with new opportunities to collectively participate in this process (through online consultations, professional platforms etc.).

34. To help countries in fostering teachers' agency and their engagement in the transformation of the profession, the OECD could identify promising policies and organise international peer learning events around questions such as:

- How can teachers be supported to assume greater responsibility and make effective use of their professional autonomy to adapt their practices (e.g. to integrate new technological innovations)?
- What policies are effective in strengthening teachers' professionalism, agency and collective responsibility for the transformation of the profession in the digital age?
- How can teachers be more actively engaged in the transformation of their profession and their schools, e.g. through systematic consultation or policy co-creation?

Proposed methodology

35. This section presents the proposed methodology for the project on *Policies for a Future-Ready Teaching Profession in the Digital Age*. It describes the different ways in which countries can participate in the project and provides a detailed description of its main components, methods, governance, timeline and cost.

Main components of the project

36. The proposed methodology for the project on *Policies for a Future-Ready Teaching Profession in the Digital Age* (Strand 2) is designed to support countries in redesigning their teacher policies, enhance the future-readiness of the teaching profession and advance its transformation for the digital age. To do so, it combines desk-based analysis and the development of a policy survey with an opportunity for countries to engage in peer learning and collectively reflect on the future of the profession in series of symposia. In addition, the project proposes tailored peer learning activities and policy advice to interested countries in the form of policy diagnoses and country reviews on the future of teachers and teaching.

Policy survey and comparative stock-take

37. To take stock of the extent to which teacher policies in OECD countries are adapted and responding to the digital transformation of school education, the Secretariat proposes to conduct a policy survey – jointly with the complementary project on *Policies for the Digital Transformation of School Education* (Strand 1) [[EDU/EDPC/SR\(2023\)2](#)] – among OECD countries and other participating countries. As this activity will be covered by Part I funding, it will be open to all countries, yet participation in the survey will be voluntary and every effort will be made to reduce the reporting burden on countries.

38. The survey will be designed to be complementary to the data collected through the OECD's Indicators of National Education Systems (INES), PISA and TALIS, with a focus on policies. The survey will also complement questionnaires on digital education infrastructure and on the governance of education

data and digital technology administered by the OECD/CERI project on “Smart Data and Digital Technology in Education,” to avoid duplication. The data collected through the survey will inform the project’s country-specific and comparative analyses. The survey results will also inform the project’s synthesis phase and peer learning activities.

Symposia on the Future of Teachers and Teaching

39. Over the course of 2023-24, the Secretariat proposes to organise joint EDPC-CERI Symposia bringing together country representatives to engage in peer learning and exchange on effective policies and practices to prepare the teaching profession for the digital age. The Symposia will build on the successful format established by the joint EDPC-CERI Symposia on the Future of Teachers and Teaching conducted in 2021-22. The Symposia would be organised around a selection of the proposed areas of focus described above and provide an opportunity for countries to discuss challenges, policies and practices. Subject to the Project’s inclusion in the 2025-26 PWB along with dedicated central OECD (Part I) funding, further Symposia could be organised in 2025-26.

Peer learning conversations to identify and/or discuss promising policies and practices

40. Subject to the availability of VCs, the Secretariat proposes to organise structured peer learning conversations between a small number of countries on policy issues of their choice. Initially envisioned in the PWB as a collection/compendium of policies, this activity has been redesigned in the light of the *Roadmap for Future OECD Work on Teachers and Teaching* [EDU/EDPC/CERI(2022)3]. In response to the *Survey on Country Priorities for Future OECD Work on Teachers and Teaching*, countries have expressed a strong demand for peer learning opportunities, and opportunities to share their policies and practices with peers, as well as solutions to respond to countries’ needs of immediate priority.

41. A peer learning conversation is initiated at the request of a country (or a small number of countries) to meet the knowledge needs of national stakeholders who want to understand how other countries are addressing policy challenges that they face, or the policy options other countries have debated and adopted. This could involve a single country (or a small number of countries) selecting a set of peer countries to gain in-depth knowledge of the experience of selected countries on a specific policy issue of their interest. The project will do this by preparing background information and country briefings, and by moderating the discussion. Each peer learning conversation is then summarised in a policy brief for wider learning among countries, including a description of promising policies and practices related to the policy issue discussed.

42. The conversation itself will be organised as a facilitated discussion in which country participants will be able to informally and collaboratively exchange and discuss their reform plans or policy practices. They would focus on issues that are presently areas of inquiry, uncertainty, recalibration, or doubt, and for which there is not necessarily an established and conclusive research base. An additional benefit of these peer learning conversations will be to enrich the stock-take of policies and to feed into the comparative analysis and final comparative report.

Country-specific diagnoses and reviews

43. Countries interested in an in-depth analysis of their policies will be invited to request tailored analyses on the future-readiness of their teacher policies in the form of targeted diagnostic reviews or more in-depth country reviews (see details on the levels of participation below). Both provide value to the participating country as well as the Project’s comparative work. Country-specific work involves an OECD-led review team visiting the country, meeting with stakeholders and analysing the system’s teacher policies and delivering a diagnosis of its strengths, challenges, weaknesses and opportunities related to a specific issue of interest (in the case of the diagnostic reviews), or an in-depth analysis of the entire system and detailed policy recommendations (in the case of a full country review).

44. The scope and focus of diagnoses and reviews will be determined by the country in consultation with the OECD, depending on the country's priorities and needs, and guided by the focus areas presented above. Each diagnosis or review will include an intensive country visit and interviews with all major stakeholders to enable the OECD-led review team to gain a good understanding of the country's context, policies and practices. The country-specific work will culminate in a diagnostic report or country review report on which the country will have an opportunity to provide comments prior to its finalisation and publication. The costs of country diagnoses and reviews would be covered by Voluntary Contributions (VCs) provided by the countries reviewed.

Synthesis phase and final comparative report

45. Subject to a critical mass of country participation, and if the EDPC agrees to include the Project in the 2025-26 PWB along with dedicated central OECD (Part I) funding, the Project's findings will be synthesised in a comparative report in 2025-26. The final report will provide comparative information on countries' policy approaches to the digitalisation of education and preparing teachers for the digital age, common challenges they face and promising practices identified over the course of the Project. It will cover any Strand in which at least five countries participated in 2023-26. The report will serve as a resource for policy makers, educational leaders, teachers and the research community.

Modes of participation

46. Participation in the OECD Project is open to OECD member countries, participants to the Education Policy Committee as well as other countries at the invitation of the GNE-SR. Participating countries can choose between several modes of involvement, depending on their desired level of engagement and the outputs they seek:

Participation in GNE meetings and Symposia

47. At the minimal level of engagement, countries can participate in the regular meetings of the Group of National Experts on School Resources (GNE-SR) and the project's Symposia on the Future of Teachers and Teaching. These activities are covered by Part I funding, hence entail no additional costs for countries.

Contribution to the policy survey

48. Countries can complete the policy survey on teacher policies for the digital age prepared by the Secretariat to showcase their policies and practices and benchmark themselves against other participating countries. This activity is also covered by Part I funding hence entails no additional costs for countries.

Commissioning of a peer learning conversation

49. This mode of participation entails the commissioning of a peer learning conversation event by interested countries, on a topic of priority to them, in order to learn from countries of their choice. These activities are subject to the availability of VCs, hence this level of engagement entails additional costs for countries.

Diagnostic review with limited scope

50. This mode of participation entails the preparation by countries of responses to a targeted OECD questionnaire focusing on one or two focus areas, a diagnostic visit by an OECD expert team, culminating in a workshop to present initial diagnosis findings (with a focus on strengths, weaknesses, challenges and opportunities in the thematic areas under focus), as well as the delivery of a short diagnostic report within

2 months to support policy debates. These activities are subject to the availability of VCs, hence this level of engagement entails additional costs for countries.

In-depth country review with policy recommendations

51. This mode of participation entails the preparation of responses to a comprehensive OECD questionnaire covering two or more focus areas, a review visit by an OECD expert team, and the delivery of an in-depth country review report with in-depth analyses and targeted policy recommendations within 6-9 months. These activities are subject to the availability of VCs, hence this level of engagement entails additional costs for countries.

Provisional timeline

52. The timeline will unfold as follows:

- The policy survey will be prepared and administered in 2023.
- Symposia will be organised and country-specific work will be offered starting in the second half of 2023 and in 2024.
- Strand 1 of the project is expected to end in 2026. Strand 2 could end either in 2024 or 2026, depending on the extent of country participation.
- A final comparative report will be developed in 2025-26, which will cover any Strand in which at least five systems participate.

Outputs

53. This project on *Policies for a Future-Ready Teaching Profession in the Digital Age* (Strand 2) will produce several outputs:

- A comparative stock-take of policies concerning teaching in the digital age across the OECD (based on a policy survey).
- A series of joint EDPC-CERI Symposia on the Future of Teachers and Teaching.
- Policy briefs on key thematic areas.
- Peer learning conversations in areas of priority to participating countries (subject to VCs).
- Country-specific policy diagnoses based on diagnostic review work (subject to VCs).
- Country-specific policy review reports with recommendations based on in-depth review work (subject to VCs).
- A final comparative report if at least five systems participate in this Strand 2 project in 2023-26.

Governance

54. Both Strands of the OECD Project on *Resourcing School Education for the Digital Age: Effective Digitalisation and Future-Ready Teachers Resourcing* will be overseen by the Education Policy Committee (EDPC) and the Group of National Experts on School Resources (GNE-SR). The Project is designed to deliver Output 2.1.1.2.4 of the EDPC's 2023-24 Programme of Work and Budget (PWB) [[EDU/EDPC/CERI\(2021\)3](#)]. Over the course of the project, the OECD Secretariat will organise regular meetings of the GNE-SR with country delegates to guide the Project. Progress on the Project will be reported back to the Education Policy Committee at regular intervals using the framework established for all outputs. The Committee will also be invited to comment on drafts of work published as part of the Project.

Cost

55. OECD central (Part I) funding was allocated for this Project for the EDPC's 2023-24 PWB. This will support the policy survey and other analytical work undertaken in preparing the study as well as the organisation of Symposia and the project's synthesis phase and final comparative report. It will also support the organisation of meetings of the GNE-SR and the dissemination of the Project's findings.

56. Country-specific work, such as peer learning conversations, country diagnoses and country reviews, are covered through Voluntary Contributions (VCs). It is proposed that the cost of a peer learning conversation is set at EUR 35 000 per country, the cost of a country diagnosis is set at EUR 150 000 per country and the cost of a country review is set at EUR 220 000 per country.

57. Countries would also meet the costs of preparing questionnaire responses in preparation of country-specific work as well as the costs of participating in Symposia. For countries opting for a country diagnosis or country review, internal travel costs of the visit team (within the country during the visit) as well as potential interpretation costs would need to be covered separately by the country.

Dissemination and target audience

58. The project's findings will be disseminated through a range of channels: Regular meetings of the GNE on School Resources; peer learning events; the project webpage and blog posts. These dissemination channels will ensure that the findings will reach a wide range of stakeholders: education authorities; stakeholders at system and school levels; researchers; private sector organisations working on digital resources; and international organisations.

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