

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

**Board of Participating Countries of the Teaching and Learning International Survey**

**TALIS DISSEMINATION MECHANISMS: BUILDING A COMMUNITY NETWORK**

**26-27 November, Denmark, Copenhagen**

*The Board of Participating Countries is invited to:*

- *COMMENT on this proposal;*
- *INFORM the Secretariat of any relevant school, principal and teacher networks in their countries.*

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## TALIS DISSEMINATION MECHANISMS: BUILDING A COMMUNITY NETWORK

### Introduction

1. The OECD Teaching and Learning International Survey (TALIS) is the largest international survey of teachers and school principals. It gathers a range of information about teachers' background and education, practices, working conditions, attitudes and views on teaching, and their own experience that can have an impact on students' outcomes. TALIS also provides a voice for teachers and school principals to express their views and concerns regarding their practice.

2. Now, TALIS is preparing the implementation of its third wave of data collection for 2018, which will expand on the themes covered and indicators gathered in the previous versions by incorporating new topics in the survey. TALIS 2018 will provide new information that will cover information gaps from previous rounds, while at the same time maintaining the ability to monitor progress or trends over time.

3. The main objective of TALIS is to present, in a cost-effective manner, indicators and policy relevant analyses of teachers and teaching conditions in order to help participating countries develop efficient and effective educational policy. The key target audience of the study are policy makers and other relevant stakeholders involved in policy making. However, the TALIS 2013 findings were also widely recognised by practitioners in the field, i.e. practising teachers and school leaders. Indeed, the data and information gathered by TALIS can engage school leaders and teachers, involve them in education research, and provide them with validated findings regarding the implementation of effective school policies, practices and skills. For these reasons, TALIS is also making an effort to direct and share its key results and findings towards schools and teachers, so that TALIS can provide them with information to make crucial, locally-based decisions to improve student learning.

4. The previous cycle of the TALIS study implemented a series of dissemination mechanisms to spread the outcomes of the study to target different stakeholder audience:

- using the OECD's educationtoday blogspot (<http://oecdeducationtoday.blogspot.fr>)
- elaboration and diffusion of the *Teacher Guide*;
- *Teaching in Focus* policy briefs;
- using social media, such as Twitter.

5. While these mechanisms have been useful and effective at raising the profile of TALIS among policy makers, and have been well-received by teachers and school leaders attending dissemination events, they are not adequate to reach school principals and teachers on a scale large enough for TALIS to have an impact in schools and classrooms.

6. This document presents a draft proposal to create a TALIS Community Network as one possible solution that could bridge the gap between results and school actors. This Network would consist of a database of school, school leader and teacher networks, initially from the countries participating in TALIS,

but which could, over time, expand to other, similar networks operating in other countries wishing to be kept informed of TALIS findings. Through this network, the OECD would provide a community space to share materials and information that could easily be shared by the community. News on TALIS publications and *Teaching in Focus* briefs could easily be shared and forwarded to networks, in order to multiply the audiences of TALIS. The success and effectiveness of the distribution of TALIS findings among school leaders and teachers rests crucially, however, on the identification and co-operation of the most relevant networks in each country. The proposal consists of preliminary ideas discussed internally by the OECD Secretariat and a proper proposal shall be presented in the near future.

### **Purpose and justification**

7. The purpose of the TALIS Community Network is to provide an effective mechanism of dissemination of TALIS findings (2013 reports, 2018 survey, video and initial teacher preparation studies, and other possible initiatives) among schools and teachers, so as to maximise the impact of TALIS within the different countries. Also, it allows the opportunity to introduce the work of the OECD to professional networks that would not have had access to this information otherwise. The TALIS Community Network is part of the OECD drive that aims to provide better policies for better lives and reach audiences that include teachers and school leaders.

8. The concern to effectively engage teachers and schools with research results has not only been a concern of the OECD, but also of several governments. The 2015 International Summit of the Teaching Profession (ISTP) addressed a series of issues related to how to enhance teacher practice through the strengthening of distributed leadership, peer collaboration, and innovation. Several countries made commitments to create environments where teachers feel free to try out new, effective strategies, where bottom-up innovation based on research is possible, and to engage teachers in research to provide access to validated information regarding effective practice. An effective mechanism of diffusion, such as the TALIS Community Network can facilitate the execution of these commitments by increasing a practitioner's awareness of the latest research and findings.

### **Proposed development process**

9. The proposed development process for the TALIS Community Network is divided into several phases:

1. *Identifying the most relevant school, school leader and teacher networks across the TALIS participating countries*

The first stage consists of identifying the largest school and teacher networks operating in each of the TALIS countries. To facilitate identification, the Secretariat invites the TALIS BPC representatives to identify the most significant networks in their own country. Evaluation of the significance of networks shall take into account their geographical and audience reach and social media use, such as Twitter reach. The target networks shall not be limited to those representing formal organisations. In some cases, influential teacher bloggers might prove an equally effective dissemination channel. The Annex shows, as a starting point, a preliminary table showcasing networks identified in some TALIS countries.

2. *Assessing and securing the co-operation of identified networks:*

The success of this dissemination approach rests on the actual co-operation of identified networks in sharing TALIS findings with their own audiences. This, in turn, depends on a number of factors, including the relevance of TALIS material to their primary activities/focus area, the accessibility of TALIS material to their audience (in particular with respect to language), the

perceived value of the TALIS material that would be shared with them, as well as the perceived value of engaging in co-operation with the OECD, none of which can be assumed *a priori*.

It is, thus, proposed, as part of this second phase, to engage in focus group discussions with several such networks in a few countries to get a better sense of the types of information and formats that would be most relevant and useful to them, so that relevant materials can be developed. In TALIS countries that are neither Anglophone nor Francophone, discussions with BPC delegates would also take place to assess the accessibility of English and French language materials in their national context, and the scope for getting some materials translated to ensure their broader dissemination through networks at national level.

Individual networks would then be contacted to assess their interest in joining the Community Network and disseminating TALIS materials.

3. *Pilot dissemination of TALIS materials across the Community Network*

Once the networks are identified and their co-operation secured, the next phase will be for the OECD to make this Community Network operational. This will involve setting up a distribution list of contact points within each participating network, and sharing material as they become available.

Possible mechanisms to link all the local networks would be to use the OECD LinkedIn or create a Facebook page for the TALIS Community Network. All networks that decide to collaborate with the OECD will be asked to share the highlights of TALIS publications and agreed-upon materials with their audiences through their usual dissemination channels (email, social media, web pages, newsletters). The preferred mode of dissemination will be via sharing OECD links, so that the OECD can keep track of the reach of its dissemination activities.

4. *Assessment of the effectiveness of the Community Network*

The last phase of the project will consist of an assessment of whether the networks have been effective in disseminating the findings of TALIS, by tracking trends in URL hits, mentions of TALIS materials in social media, newspapers, and research articles.

Pending the endorsement of the overall approach by the TALIS BPC, the Secretariat will start working on the first and second phases, with the TALIS BPC members initially, and then with a first set of networks to assess their interest and needs. The Secretariat will then elaborate a dissemination strategy based on these insights.

10. The TALIS Board of Participating Countries is invited to:

- **COMMENT** on this proposal;
- **INFORM** the Secretariat of any relevant school, principal and teacher networks in their countries.

## ANNEX I: PRELIMINARY LIST OF POTENTIAL DISSEMINATION CHANNELS

Geographical reach	Channel	Category	What is it/Who is he/she?	Reach in numbers
Australia	AITSL	<b>PPPs or private enterprises (business organisations)</b>	Extensive use of authentic movie clips to “illustrate” the Australian Professional Standards for Teachers in action in various environments and at different career stages.	
Australia	TeachPitch	<b>PPPs or private enterprises (business organisations)</b>	Our technology aims to incentivise teachers to develop themselves further by <i>mapping and matching</i> their learning needs. World map.	the thousands of teachers registered from over 50 countries
Brazil	Todos Pela Educação	<b>Education policy advocates</b>	Nonpartisan and plural, Todos Pela Educação brings together representatives from different sectors of society such as public administrators, educators, parents, students, researchers, media professionals, entrepreneurs and organizations that are committed to guaranteeing the right to a quality education to each and every children in the country	
Chile	EducaChile	<b>Education Policy Media</b>	EducarChile is a website directed to all the members of the Chilean educational community: schools, their teachers, students and principals; to the Chilean families, and parents’ organizations; to the public and private stakeholders; to the researchers and education analyst; to the teacher training schools and cultural organizations.	
Chile	Colegio de Profesores	<b>Teacher Unions</b>	The main teacher union in Chile	
Chile	Asocia Chilena de Municipalidades	<b>Professional associations &amp; networks</b>	Public schools organization	
Chile	Educación 2020	<b>Educational Policy Advocates</b>	Educación 2020 is a non-profit organization originated from a social movement that seeks quality and equality in the Chilean educational system. A crucial component of the organization work is the direct link with schools and stakeholders, which will allow the organization to know better la reality of the Chilean educational system and implement its proposals at a local level.	
Colombia	Colombia Aprende	<b>Education Policy Media</b>	Colombia Aprende is the main accesses point y virtual encounter for the colombian educational community. Colombia Aprende encourages the use of the content and services of education contained in this site, which contributes to the equity and the improvement of the educational outcomes in the country.	
Colombia	FECODE (Federación colombiana de educadores)	<b>Teacher unions</b>	The main teacher union in Colombia	

Geographical reach	Channel	Category	What is it/Who is he/she?	Reach in numbers
Commonwealth	GELP	<b>Professional associations &amp; networks</b>	<p>The Global Education Leaders' Partnership is a community of key education system leaders, policy-makers, thought-leaders and world-class consultants collaborating to transform education at local, national and international levels. The aim of these transformations is to equip every learner with the skills, expertise and knowledge to survive and thrive in the 21st century.</p> <p>GELP is led by a team of experts at Innovation Unit and supported by an extended faculty and currently sponsored by the Ellen Koshland Family Fund.</p>	
EU	European School Heads Association	<b>Professional associations &amp; networks</b>	Via Julie at Haarlem	Small community apparently but quite a few partner organisation
EU	European Schoolnet	<b>Professional associations &amp; networks</b>	European Schoolnet is the network of 31 European Ministries of Education, based in Brussels. As a not-for-profit organisation, we aim to bring innovation in teaching and learning to our key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners.	31 European Ministries
EU	Association européenne des enseignants	<b>Professional associations &amp; networks</b>	<p>AEDE has a network of more than 25,000 teachers, heads, inspectors and officials, from nursery to university level. AEDE welcomes teachers and schools throughout Europe who wish to work together to build the European society of the future.</p> <p>AEDE collaborates with:</p> <ul style="list-style-type: none"> <li>•the European Commission,</li> <li>•the Council of Europe and UNESCO as a Non Governmental Organization,</li> </ul>	
EU	Eurydice	<b>Professional associations &amp; networks</b>	The Eurydice network's task is to understand and explain how Europe's different education systems are organised and how they work.	Through 41 national units based in 37 countries, the network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics.
Finland	OAJ (Trade Union of Education in Finland)	<b>Teacher unions</b>	Trade Union of Teacher in Finland	OAJ has 120 400 members from early childhood education level to university lecturers. The unionization rate of teachers is 95%
Finland	Opettajalehti	<b>Media</b>	Magazine for Finnish teachers	
Finland	Pasi Sahlberg	<b>Education Celebrities</b>	Finnish educator. Visiting Professor of Practice at Harvard University's Graduate School of Education	
France	<a href="http://eduscol.education.fr">http://eduscol.education.fr</a>	<b>Teacher Training Organisations</b>	It contains all the information for teachers and students who want to become teachers, in relation to the initial education at each education level, the school programmes for each grade, advice on innovations in terms of pedagogy etc.	
France	ESEN	<b>Teacher Training Organisations</b>	The Graduate School of Education , Higher Education and Research ( ESENER ) is responsible for the design, piloting and implementation of the training of educational and administrative supervisory staff	

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France	<a href="http://www.afae.fr/">http://www.afae.fr/</a>	<b>Professional associations &amp; networks</b>	A space for exchange, free expression and proposal that gathers outside all dogmatism and any political or union ALL individuals with a personal concerns of Education who, through their professional work or research , want to improve public education service	
France	<a href="http://www.neoprofs.org/">http://www.neoprofs.org/</a>	<b>Professional associations &amp; networks</b>	First teacher social network	26.9k
France	cafe pédagogique	<b>Media</b>	Website/newspaper	
international	TES	<b>Media</b>	Network of teachers	3.6 million registered online users in 279 countries and territories , TES is the world's largest online network of teachers. More than 4.9 million resources are downloaded from the TES websites a week, with ten TES resources downloaded a second. Home to more than 780,000 individually crafted teaching resources developed by teachers for teachers, this unparalleled collection helps to guide, inform and inspire educators around the world.
International	EI's research network	<b>Professional associations &amp; networks</b>	Research network	
International	International Confederation of Principals	<b>Professional associations &amp; networks</b>	The ICP is a global association of school leadership organisations. It has over 40 members, made up of school leadership associations. Each member is itself a major organisation that supports the professional development and work of school leaders.	The ICP represents over 135,000 school leaders across five continents and, as such, commands a unique global position as a major voice for school education. The ICP is non-political and non-sectarian.
International	Education International	<b>Teacher unions</b>	Education International represents organisations of teachers and other education employees across the globe.	It is the world's largest federation of unions, representing 30 million education employees in about 400 organisations in 170 countries and territories, across the globe.

Geographical reach	Channel	Category	What is it/Who is he/she?	Reach in numbers
Korea	KEDI (Korean Educational Development Institute)	<b>Public Policy bodies</b>	A leading institution in educational policy research and planning	
Korea	EBS (Korean Education Broadcasting System)	<b>Media</b>	A major educational television and radio network in Korea with 6 channels	
Korea	KFTA (The Korean Federation of Teachers' Associations)	<b>Teacher unions</b>	The largest professional organization composed of school teachers and college professors.	160K
Korea	Korean Education News	<b>Media</b>	Newspaper of KFTA	
Korea	KTU (Korean Teachers and Education Workers Union / Chunkyojo)	<b>Teacher unions</b>	A labor union of teachers in South Korea	60K
Korea	Nohyun Kwak	<b>Education Celebrities</b>	Former superintendent of Seoul Metropolitan Office of Education	
Latin America	PREAL (Plataforma sobre Educación en América Latina)	<b>Education policy advocates</b>	PREAL was founded in 1995 by the Inter-American Dialogue in Washington, DC, and the Corporation for Development Research (CINDE) in Santiago, Chile, to improve the quality and equity of education in Latin America. It does so by partnering with public and private organizations throughout the hemisphere to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.	
UK	National College for Teaching & Leadership	<b>Public Policy bodies</b>	NCTL is an executive agency, sponsored by the Department for Education.	
UK	Teach First	<b>Teacher Training Organisations</b>	UK's largest graduate recruiter	1,420 joining last year and now make up more than a fifth of all new teachers in low-income schools in England & Wales
UK	Teaching Leaders	<b>Teacher Training Organisations</b>		To date, we have developed 776 Fellows and Alumni from 209 schools across the country and are targeting a cohort of 420 high-potential



Geographical reach	Channel	Category	What is it/Who is he/she?	Reach in numbers
				individuals for our 2014 cohort.
UK	the Fair Education Alliance	<b>Professional associations &amp; networks</b>	tackling educational inequality	25 of the UK's leading organisations
UK	Cambridge University Leadership for Learning Group	<b>Professional associations &amp; networks</b>		
UK	The College of Teachers	<b>Professional associations &amp; networks</b>	Charity - We are the UK's professional educational institute for teachers.  The College of Teachers aims to be at the forefront of continuing professional development and promoting the teaching profession.	
UK	Association of School and College Leaders (ASCL)	<b>Professional associations &amp; networks</b>	Association - leading professional body representing more than 18,000 school, college and system leaders across the UK.	18000 schools
UK	<a href="http://www.lessonslearned.com/">http://www.lessonslearned.com/</a>	<b>PPPs or private enterprises (business organisations)</b>	Created in Dec 2013, it's an <b>online system designed to support your monitoring, evaluation and performance management processes</b> by allowing you to record, collate and share relevant data with staff across schools	
UK	TeachToolkit (Ross Morrison McGill)	<b>Education Celebrities</b>	Influential blogger	
US	Library of US Congress	<b>Public Policy bodies</b>	Library of US Congress	
US	American Federation of Teachers (AFT)	<b>Teacher unions</b>	Trade Union of Teacher	1.6 million members
US	Educators for Excellence	<b>Professional associations &amp; networks</b>	Educators 4 Excellence works to ensure that the voices of classroom teachers are included in the decisions that affect our profession and our students.	
US	Teach to Lead	<b>PPPs or private enterprises (business organisations)</b>	Teach to Lead is an initiative jointly convened by the National Board for Professional Teaching Standards and the U.S. Department of Education to advance student outcomes by expanding opportunities for teacher leadership, particularly those that allow teachers to stay in the classroom. - See more at: <a href="http://teachtotolead.org/about-us/#sthash.qirRh5hp.dpuf">http://teachtotolead.org/about-us/#sthash.qirRh5hp.dpuf</a>	74 partners (among which teachplus, teacher unions, etc.)
US	Kappan magazine	<b>Media</b>	Magazine for teachers	