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**DIRECTORATE FOR EDUCATION AND SKILLS
PROGRAMME FOR TEACHING AND LEARNING INTERNATIONAL SURVEY**

Governing Board

Schools+ Pedagogical Taxonomy: Progress Report

This document presents the progress in the development of the Pedagogical Taxonomy to inform the discussion of the Schools+ Community Meeting of November 2023. It describes the main design features of the Taxonomy, including the five dimensions in which teaching practices are organised. It also outlines the key milestones of the review process and includes some initial feedback received by 13 November 2023.

Participants are invited to consider:

- Areas of the Taxonomy to be re-considered and clarified, and potential additions.
- Discuss on how to advance understanding on the mechanisms behind the effective implementation of the teaching practices included in the Taxonomy.

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1. Background

Around the world, researchers, policy makers, parents and children agree that teachers matter. However, we are only just beginning to understand what, how and why teachers do what they do with students. Classrooms are complex and dynamic spaces and what teachers do is often multi-layered and responsive, making it hard to disentangle the mechanisms by which teachers shape young people's learning and lives.

The Schools+ Pedagogical Taxonomy aims to build a shared language and understanding of pedagogy across borders. The Taxonomy will serve as a foundation for multi-stakeholder dialogue and collaboration between researchers, policy-makers and practitioners to deepen the understanding of teaching and learning at an international scale. It is purported to serve as a tool to:

- Overcome teaching dichotomies by establishing a common framework to discuss about teaching at an international level.
- Promote the use of more evidence-based practices by identifying areas of strength and areas in need of greater research.
- Identify key implementation mechanisms behind effective practices by engaging schools in sharing their tacit expertise and examples.

This Taxonomy is part of the programme of work of the OECD Schools+ Network. As a 'network of networks', Schools+ brings together major education networks to put schools at the centre of education design. In 2023-2025, Schools+ participating networks will examine evidence-based and new approaches to classroom practices to inspire advances in classrooms, schools and policies. The ultimate goal is to develop a *Toolbox of Effective Classroom Practices* which can bring together the latest research evidence around teaching practices with the expertise of schools on how to effectively implement practices in different settings.

This document presents the progress in the development of the Pedagogical Taxonomy to inform the discussion of the 2nd Schools+ Community Meeting on 21 November 2023. It describes the main design features of the Taxonomy, including the five dimensions in which teaching practices are organised. It also outlines the key milestones of the review process and includes some initial feedback received by 13 November 2023.

Participants are invited to consider:

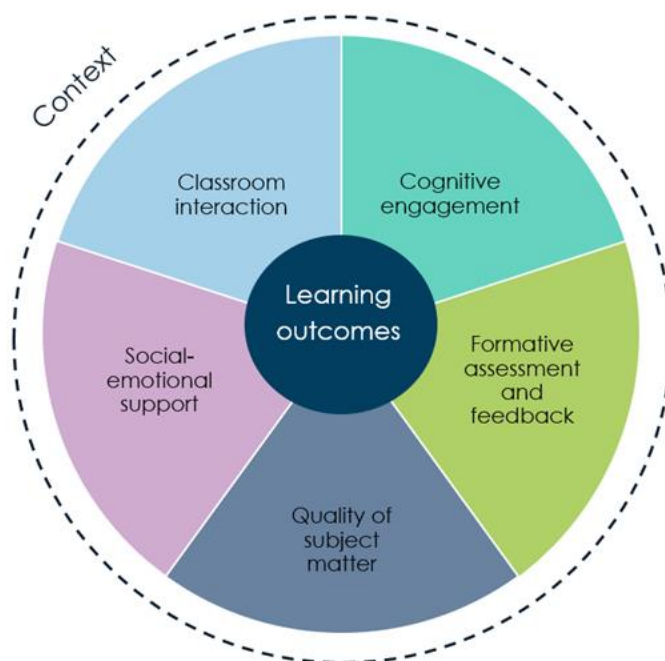
- Areas of the Taxonomy to be re-considered and clarified, and potential additions (see Box 2).
- Discuss on how to advance understanding on the mechanisms behind the effective implementation of the teaching practices included in the Taxonomy (see Box 3).

Overview and main design features

The Schools+ Taxonomy provides a common international language that makes teaching explicit and facilitates referring to it in a systematic and accurate way

across countries, as well as across different subjects, contexts and grades. It consists of five dimensions, each of which contains multiple sub-dimensions (Figure 1).

Figure 1. The Five Dimensions of the Schools+ Pedagogical Taxonomy



The main design features are:

- **Moving away from unhelpful dichotomies:** The Taxonomy has looked across a range of different pedagogies to identify core practices based on their key defining elements and accompanying evidence base. This has involved unpacking some of the dichotomies and debates over particular modes of pedagogy to identify what elements, whether they are shared or singular, are stimulating learning and growth within those modes. It has been designed in a way that no single approach or method of teaching is automatically favoured and that, instead, the different bodies of research that cut across these pedagogies can be used to build the Taxonomy.
- **Distilling and defining core practices:** The Taxonomy distils the core practices of teaching, offering both a structured framework and clear, precise descriptors to facilitate a deeper understanding on the complex nature of teaching. While this can provide a coherent systematic conceptual framework to discuss about teaching, teaching practices are intricately interwoven and interdependent, and teaching cannot be conceived in an atomised way.
- **Considering what is applicable across grades and subjects:** The teaching practices included are versatile, relevant for any grade, subject or classroom context of primary and secondary education. The

Taxonomy does not focus on what subject matter is being taught but how that subject matter is treated by teachers in the classroom.

- **Focusing on intentional practices in the classroom:** The practices included focus on the intentional work of the teacher with students in the classroom. This means that it considers the activities and approaches teachers plan as well as those that teachers choose to use ‘on-the-go’ as student learning unfolds. These practices might be led by the teacher or students. Other important yet wider aspects of teaching and learning outside the classroom, like student homework, are not taken into consideration.
- **Backed by research evidence:** The Taxonomy provides an indication of the existing evidence for each practice, and highlights the strengths and limitations of respective research methodologies. Over 500 references have been included (with some duplication) across the Taxonomy’s dimensions of pedagogy: Classroom Interaction (95), Cognitive Engagement (139), Formative Assessment and Feedback (69), Quality of Subject Matter (88), Social-Emotional Support (171). It is important to note that this distribution is informed by the strength of conceptualisations in different dimensions and also the nature of different evidence bases. For instance, rigorous meta-analyses are available for Formative Assessment and Feedback whilst similar references were missing for Cognitive Engagement and Social-Emotional Support.
- **Identifying the underpinning implementation mechanisms:** For each practice, the Taxonomy indicates its ‘active ingredients’. These can be considered as the sine qua non elements of the practice which it could not be effectively implemented without. In this respect, they are some of the elements which research has found to potentially contribute to the positive effects of the practice.

2. Key milestones in the development of the Taxonomy

A participatory approach to the development of the Taxonomy was considered paramount to ensure that the descriptors, evidence and implementation challenges are appropriate and shared across key education stakeholders. The development process includes several iterations consisting first of an initial drafting by the Lead Expert Group; a Consultation phase with experts, knowledge brokers, school organisations, and individual schools; and finally, the revision and refinement of the Taxonomy based on the received feedback from the Consultation. The main milestones are noted below.

A key foundation of this work was the OECD’s Observation Framework. This pioneering video study took place with eight countries and economies between 2015 and 2020. It was implemented by an international consortium of research organisations, led by the RAND Corporation and including Educational Testing Services (ETS) and the Leibniz Institute for Research and Information in Education (DIPF). Its observation system was developed through four cycles of extensive cross-country collaboration between observation and pedagogical experts and participating countries and economies. This served as the starting point for this work.

2.1. Initial draft (November 2022 – September 2023)

The initial draft of the Schools+ Pedagogical Taxonomy has been developed by a group of experts led by Professor Jenni Ingram from the University of Oxford (see Annex A). The work unfolded through two in-person expert meetings, regular online meetings, and three rounds of peer-to-peer feedback in 2022 and 2023. This saw the Lead Expert Group first collaborate with a wider group of invited experts to evaluate the existing strengths and limitations of the OECD's Observation Framework. Each dimension of the proposed Taxonomy was assigned a lead author from the Lead Expert Group who then worked to propose refinements and additions to the sub-dimensions. These dimensions and sub-dimensions were then refined through online meetings and an in-person meeting in Oxford in March 2023.

A key aspect of this was the consideration of the evidence behind each sub-dimension. Lead authors were invited to document the most relevant literature for every sub-dimension. This included considering the nature of a particular study and its design features, the sample and context, outcomes and their respective measures and timeline, and particular limitations. This aimed to ensure a shared standard of evidence that was communicated by authors to readers.

The work of the Lead Expert Group was also informed by the work of two independent reviewers (see Box 1). The aim was to reduce bias by identifying seminal studies from leading meta-analyses that should be considered in more detail, the most recent studies that may have been missed by existing meta-analyses, and research in geographical areas that were judged to be under-represented so far.

Box 1. Evidence Protocol for the Independent Literature Review

An independent literature review was undertaken by two independent reviewers to accompany the work of the Lead Expert Group and the identification of relevant sub-dimensions. The objective of this review was to identify, appraise, and synthesise existing literature on effective teaching practices with the specific purpose of checking for bias and increasing coverage of the evidence that informed the Taxonomy.

For each dimension of the Taxonomy, the review sought to identify approximately 20 important studies that had not yet been considered by the Lead Expert Group, but which could be of value to informing how the Taxonomy was conceptualised and evidenced. After identifying studies that met the criteria below, studies that showed particular importance were then reviewed to draw out and synthesise its key features. This process is outlined in detail below.

Step 1: Assignment of work. The two reviewers were each assigned different dimensions to focus on, based on their experience and expertise. One dimension (Cognitive Engagement) was shared by both reviewers due to its conceptual breadth.

Reviewers led the identification of studies in their dimensions, with the other reviewer and the OECD serving as a sounding board for when there was uncertainty or overlap. The OECD also provided oversight on quality control on the studies across the dimensions (see Step 4).

Reviewers worked dimension-by-dimension, identifying the 20 or so studies of particular relevance before continuing to the next dimension. The steps below were therefore not totally sequential; Steps 2 and 3 were repeated, while Step 4 was ongoing.

Step 2: Identification

To identify potential studies for inclusion in the review, reviewers relied on two sources:

- Where there existed meta-analyses that were well-aligned to the existing conceptualisation of a dimension or sub-dimension, these were used to consider individual studies that had been included in the meta-analyses and that may be appropriate for a more detailed consideration in the Taxonomy.
- Keywords based on the sub-dimension and its associated terms were used to search databases (e.g., ERIC and Scopus) to also identify studies of potential, particularly those that were most recently released.

The following criteria were used to identify potential studies of importance:

- **Focus or intervention:** Inclusion of teaching practices, methodologies, and pedagogical approaches relevant to a concrete sub-dimension.
- **Type of Study:** The highest possible standard of evidence was used; when available, quantitative meta-analytic syntheses of randomised control trials or quasi-experimental designs.
- **Population:** Studies focusing on teachers in mainstream school settings in primary and secondary education levels (ISCED 1 to 3).
- **Outcomes:** Measurable effects on student cognitive and non-cognitive performance as defined by the OECD Education 2030 Compass.
- **Time Frame:** Studies published post-2000, and, where a large meta-analysis exists for a sub-dimension, particularly since the meta-analysis' publication.
- **Geographies and language:** Studies published in English or with available English translations.

Reviewers developed an initial list of potential studies following these criteria. Initial results were then filtered based on the article's title and abstract, the number of citations and the impact of the journal. This led to the identification of approximately 20 studies to be included in the review of Step 3.

Step 3: Review of studies

For those studies identified as being of particular relevance to the Taxonomy and the Lead Expert Group, reviewers read and reviewed the study. Reviewers used a standardised form to review each study. This saw reviewers identify the study's design features, methodology, findings and limitations, and conceptual alignment to the Taxonomy.

Step 4: Discussion and agreement

As mentioned, Step 4 was an ongoing process. Reviewers met weekly with each other and the OECD to discuss progress on a dimension and any studies where there was uncertainty or a high degree of overlap between multiple dimensions or sub-dimensions. Reviewers worked in an open format, where progress could be seen by each other and the OECD. The OECD took responsibility for overseeing the work and resolving any uncertainties about whether to review or not a particular study.

2.2. Expert review process (September 2023 – November 2023)

An Informal Expert Consultation was organised in September and October to elicit the expertise of academics and evidence brokerage organisations with an extensive background in building evidence on teaching and learning. A total of 37 different experts from academia and knowledge brokerage (see Annex A) shared their feedback on the different terminologies used, the current strength of evidence, and the implementation challenges schools face for different core dimensions of pedagogy.

Expert judgement was viewed as an important means of strengthening the Taxonomy based on several reasons:

- Check on the alignment of the Taxonomy to different bodies of literature and ensure the appropriateness of terminology.
- Build a shared understanding on the strength of existing evidence for each sub-dimension as well as nuances and limitations of research.
- Provide more diverse perspectives and increase the geographical contexts considered.

Experts were invited to provide feedback based on where their expertise best aligned to the Taxonomy. This meant that experts could choose to provide feedback on one particular dimension based on their expertise, on several or all dimensions, on specific sub-dimensions, or on aspects such as the strength of evidence or implementation challenges. Experts provided their ratings independently from each other to help reduce potential bias.

The findings of the review exercise have been aggregated and the OECD has organised a series of discussion meetings with different stakeholders to further support the refinement of the Taxonomy. These are envisaged along similar lines to the ‘Delphi’ method for collecting expert judgement. To this end, the outcomes of the review process and the proposed changes to the taxonomy will be shared with the Informal Expert Consultation group for further comment too.

A two-day, in-person meeting was held on 30-31 October 2023 with a group of 14 knowledge brokerage agencies. There was consensus on the potential of the Taxonomy to provide a shared language of teaching that could facilitate synergies across borders. In particular, participants welcomed the systematic nature of the taxonomy in encompassing most teaching practices. The discussions focused on the areas of greatest misalignment, the existing research evidence and how to position and communicate about the main features of the Taxonomy.

2.3. Schools, school networks and organisations review (November – April 2024)

As the Taxonomy aims to move towards a more shared language of pedagogy, all education stakeholders are invited to comment on the terminologies they use for particular dimensions and sub-dimensions, and any particular challenges their schools encounter when it comes to implementation.

An initial sub-group of 12 organisations from the Schools+ Network were invited to pilot the review process to help ensure that the wider review would appropriately capture a range of considerations and perspectives (see Annex A). This sub-group provided comments on the definitions of the Taxonomy and implementation challenges they encounter. The results of their review are included in the sections below.

The Schools+ Community meeting in November 2023 will be the springboard for the review process by all participating Schools+ networks and organisations. Networks and organisations will be first invited to provide feedback on the language of the Taxonomy and its implementation challenges. In Spring 2024, networks and organisations will be presented with the evidence ‘heatmap’ that documents the strengths and limitations of the evidence for each practice in the Taxonomy, and which will eventually be available in the final Toolbox.

A further key strand of the forthcoming review process is the role of schools. Over 140 schools from 40 different countries will review and discuss the Taxonomy across its refinement, whilst also collaborating on enriching the taxonomy with synthesised school-level expertise. This expertise will focus on:

- Unpacking the ‘active ingredients’ of different sub-dimensions to help shed light on what contributes to their impact in classrooms.
- Sharing impactful examples that illustrate how sub-dimensions may be used in different contexts.
- Insights on the process of implementing new pedagogies in a school and supporting these to go to greater scale.

The ultimate goal of these iterative steps is to build consensus around a shared teaching language and support the development of the *Toolbox of Effective Teaching Practices*. The Toolbox will be grounded in the language of the Taxonomy, and present evidence from research alongside the implementation perspectives and examples from schools.

3. Defining a common taxonomy: Review findings

The five dimensions of pedagogy and their respective sub-dimensions have been developed with the purpose of providing a more shared language and understanding across countries. The review process asked the Informal Expert Consultation group to comment on the current descriptors that defined each sub-dimension and to flag other relevant conceptualisations that the Taxonomy should aim to align to.

3.1. Overall alignment with existing taxonomies

Overall, these five dimensions in which teaching has been divided seems to align to other existing taxonomies. However, there were specific issues raised on the framing of certain sub-dimensions and how they should be defined through their descriptor.

Table 1 below provides an overview of the Taxonomy and its descriptors, with an indication of the level of consensus and alignment of its current conceptualization based on the review process. This indication is based on the judgement of the OECD when aggregating feedback from the 37 experts from

academia and knowledge brokerage, as well as from the 12 piloting organisations from Schools+. The indication is informed by the number of issues that were raised on the descriptor of the sub-dimensions and the severity of these issues.

Annex B provides a comparison of the Schools+ Taxonomy with some of the most commonly used and cited taxonomies. These have been identified based on suggestions from the Expert Group meetings during the development of the Taxonomy and this review process.

A summary of the primary issues and suggestions for each dimension and sub-dimension are provided below:

- Whilst the individual sub-dimensions of *Quality of Subject Matter* had a moderate degree of coherence, a key issue that was flagged was how this dimension relates to *Explanations* and ideas relating to the exposition of content. There may be a need to reconsider where this aspect of ‘explaining’ content is placed, and to differentiate between exposition on ideas and particular tasks.
- Similarly, the sequencing of content and curriculum could benefit from greater attention in *Quality of Subject Matter*. It was also suggested to consider whether practices and evidence relating to ‘Mastery Learning’ could be further addressed in this dimension.
- *Formative Assessment and Feedback* may require a re-framing of certain aspects to better capture the idea of ‘Diagnostic Assessment’ and how teachers gauge levels of student thinking.
- Two sub-dimensions of *Social-Emotional Support* could be delineated in a clearer way. *Creating a Supportive Classroom Climate* needs to consider more carefully how ideas relating to ‘belonging’ and ‘security’ are fostered. *Explicitly Teaching and Actively Practising Social-Emotional Skills* needs to clarify how it relates with implicit or informal learning opportunities in the classroom.
- Practices relating to ‘Classroom Management’ were considered by the Lead Expert Group as contextual enabling conditions for each practice in the Taxonomy, and thus not explicitly addressed. Some comments were raised on this decision.
- ‘Metacognition’ could be given a more prominent role in the Taxonomy, potentially as a standalone sub-dimension. This raises the question of which dimension it would best belong in, with several cases being made for cognitive engagement.

A range of more granular suggestions were also provided to strengthen the descriptors of sub-dimensions to help improve the conceptual strength of these. These are due to be discussed one-by-one by the Lead Expert Group.

Table 1. Summary of the review findings on the conceptualisation and definitions of the Taxonomy

Initial Taxonomy			Suggestions from review exercise	
Dimension	Sub-dimension	Descriptor	Suggested revisions to the Descriptor	Suggested revisions to the Associated Terms
Classroom Interaction	Collaboration	Students have opportunities to work together either in pairs, or in small groups on a shared learning goal. Students could be working on separate tasks contributing to a common overall outcome, or together on a shared task. Whatever the arrangement, students take turns to participate, ask each other questions and listen to and interrogate each other's ideas and responses. Students give explanations of their thinking, exchange ideas, explore issues, formulate new ideas and problem solutions. Furthermore, during this, all students in a small group, or both students working in a pair, have turns to participate.	Add 'Peer' to the title Add reference to the structuring of the task	Add 'Peer tutoring'
	Whole-class Discussion and Dialogue	The teaching provides for whole-class discussion of key ideas, procedures, and perspectives in different parts of a lesson, and in a setting where all students have opportunities to contribute their ideas to the classroom discussion in some way. The teaching makes it possible for students to express their thinking to others in the class, and share how they are reasoning about an idea or problem they are solving while others engage with these ideas in a rigorous way.	Re-phrase for a standalone sentence on 'all' students for inclusion	Cut 'Group discussion'
	Questioning	The questioning engages students in a range of levels of cognitive reasoning. These are varied and appropriate for students (e.g., reasoning that asks students to analyse, synthesise, justify, or conjecture) and done in a manner to ensure all students are cognitively engaged and challenged.	Clarify that it is teacher questioning Add that it offers a window onto understanding student thinking	
	Explanations	There are opportunities for detailed explanations of ideas or procedures, which are substantial, coherent and focused on the deeper features of the topic. The teacher provides written and/or verbal explanations of what is to be learned, or engages students with providing and shaping these explanations.	Add 'reasoning' aspect Clarify that explanations may be provided by the teacher or by the student and facilitated by the teacher Reference modelling and scaffolding	

			May include written explanations	
Cognitive Engagement	Ensuring Good Levels of Challenge	Classrooms should have a good degree of challenge which creates opportunities for students to regularly engage in work that is demanding, thoughtful and complex. This should align to learning goals and to students' needs including where they are in their learning, in order to ensure that all students, and not just some, are activated by hard, challenging work and being pushed forward in their thinking.	Clarify the sensitivity to the subject matter and how it is introduced/presented	
	Fluency and Flexibility	Students need to develop an ability to fluently and flexibly adapt their knowledge and skills to new situations. Teachers therefore need to create opportunities for students to practise retrieving, using and adapting their knowledge and skills in increasingly variable and complex ways.	Rephrase to be less about an outcome and more a practice Use language of iteration	
	Working with Multiple Perspectives	Working with multiple perspectives means providing students with the opportunity to consider information or concepts in different formats or modalities to deepen understanding and support the retention of ideas. This means students may see multiple representations of the content, different sources of information, or consider multiple approaches to interpreting it. To be impactful students should focus on understanding the connections between these different perspectives and how problems and challenges can be approached in more than one way; they are not merely seeing multiple perspectives but thinking about them.	Clarify around the dual-coding and the values aspect of perspectives Avoid references to "formats" and simply refer to "different representations to deepen..." Better capture subject variation	
	Facilitating First-hand Experiences	First-hand experiences refer to individuals learning through experiencing, seeing, feeling, and exploring phenomena that occur in the world. However, it is not just students observing what happens: first-hand experiences should involve students making sense of the phenomena. They should have the opportunity to explore questions like why does a phenomenon occur or can they predict when the phenomenon will occur again?	Add "students modelling phenomena"	Participatory
	Meaningful Context and Real-world Connections	Students who experience learning environments that they find meaningful, important, and valuable will more likely exert the cognitive resources to make sense of the situation. Teachers may facilitate strong and detailed connections between what is being learned in the classroom to something outside of the lesson. This may use a concrete real-life example, a relevant problem, or students' personal experiences.	Clarify that teachers take into consideration students' cultures and background	

Formative Assessment and	Learning Goals	Learning goals are clearly communicated to students verbally, in written form, or both. The success criteria for mastering certain knowledge or skills are established with or for students so that they understand what they should be able to do and demonstrate. Students may also play an active role in deriving certain goals and monitoring their progress against them.	Clarify the relationship between goals of a lesson and targets Strengthen the link to self-regulation	
	Eliciting Student Thinking	Teachers draw out student thinking in a detailed way that captures their levels of understanding. Formative assessment tasks allow teachers to see what students are thinking and understand their ongoing progress. The teacher elicits a range of students' thinking to be best prepared to support all students.	Acknowledge that technology may be used Strengthen 'reasoning'	
	Feedback	Feedback is designed to provide students with specific, meaningful information on their current performances with the intention of helping them to close the gap between their current performances and desired performances. Students should have the opportunity to act on this feedback and use the specific information they receive to try to move their learning forward. In this respect feedback is an ongoing process and sometimes referred to as a 'loop': information is provided, it is acted upon, and new information is provided to further close the gap between current and desired performances, and so forth.	Acknowledge strengths may be included in feedback Should there be a rephrase to accommodate the different perspectives of who provides feedback, as well as what it focuses on?	Marking Verbal feedback
	Aligning to Student Thinking	The teacher proactively uses the thinking of students to adapt their teaching to better align to student understanding. Eliciting student thinking provides teachers not only with an opportunity to provide feedback to students, but they can also use this information to actually align their own teaching and the practices and approaches that they are using. This alignment helps to move students forward from where they currently are in their learning to where they need to be.	Reference to 'interpreting student thinking'	
Quality of Subject Matter	Nature of the Subject	Nature of the subject is about 'basic' questions: What is this subject? What kinds of knowledge does it value? How is this knowledge developed or discovered? And how are people involved in these processes?	Add reference to core 'disciplinary knowledge' or big ideas	Disciplinary knowledge
	Making Connections	The teaching makes explicit, detailed and 'elaborate' connections between subject matter ideas, procedures, perspectives, representations, and experiments. New ideas are connected to what has been previously learnt and students are encouraged to proactively make these kinds of connections within and between the otherwise discrete subjects that they are learning.	Clarify role of this in relation to explanations	

	Exploring Patterns and Generalisations	The teaching identifies strong patterns between different aspects and encourage students to generalise from specific examples to broader foundational concepts or definitions. There are opportunities to explicitly engage with ideas about scale to help students understand the ways in which what they are learning might apply more broadly. There are opportunities for students to build upon these patterns and generalisations towards abstraction.	Clarify role of this in relation to explanations	
	Explicit Procedures and Methods	Methods or the steps of a procedure/process are presented in an organised and detailed way. The focus for students is on understanding procedures/processes and methods and not simply doing them at the expense of learning about how and why they work.	Add reference to procedures and processes being 'meaningfully applied'	
	Clarity and Accuracy	The teaching presents ideas, concepts, tasks and teaching in a clear and coherent manner that is easy for the students to follow. The teaching is accurate and free from unintentional or unaddressed errors, and there are no instances of confusion left unaddressed.	Clarify relationship with curriculum sequencing	
Social-Emotional Support	Creating a Supportive Classroom Climate	The classroom environment encourages students to persist through challenges and to embrace a mindset orientated towards growth and learning. Critical thinking is also encouraged, and students feel secure and confident to take risks in their learning and to share their thoughts and struggles.	Adjust to avoid conflation of s-e aspects with intellectual. (e.g., add reference to 'safety' and 'comfort')	Safety Comfort Mindsets
	Relationship Building (Student-Student)	Classrooms should be characterised by a culture of mutual respect and open-mindedness between students. Students should have opportunities in the classroom to work together and to communicate, collaborate and interact with their different peers.	Add reference to 'creating opportunities for connection' Add reference to 'awareness' of social dynamics	
	Relationship Building (Teacher-Student)	Relationships between teachers and students should be positive, supportive, and warm. The teacher creates opportunities to listen to students and hear their thinking. The teacher interacts with students, these interactions should be caring, attentive and responsive, enriched with question-asking and individualised attention.	Add reference to 'authenticity and approachability' Add reference to 'consistency'	
	Explicitly Teaching and Actively Practising Social-Emotional Skills	Social-emotional skills are explicitly taught to students in a focused and sequenced way to build their understanding of these skills and how they work and manifest. Students have active opportunities to use this knowledge and practise these skills. Skills are sensitive to students' age and development.	Broaden from just "skills" to also attitudes and behaviours, or competencies Clarify relationship with implicit teaching or integration with other aspects	Communicating emotions

Note 1: The responses included are from the 37 academics and knowledge brokerage agencies, as well as 12 piloting organisations in the Schools+ Network, that had participated in the Consultation as of 13 November 2023.

Note 2: The colours represent the level of consensus around the conceptualisation of these sub-dimensions based on the above responses. Those sub-dimensions marked in darker green received relatively little feedback, bar minor suggestions on terminology, suggesting a reasonable degree of consensus around the conceptualisation of the sub-dimension. Those in lighter green are sub-dimensions that received more feedback, including conceptual challenges and issues, suggesting a lower degree of consensus.

3.2. Existing linkages with other popular references to teaching practices

One goal of the Taxonomy is to try to provide a shared language for pedagogy that stretches across different conceptualisations and, in particular, the dichotomies that can arise when talking about ways of teaching and learning. While the Schools+ Taxonomy aims to provide a conceptually coherent classification that systematically covers all teaching dimensions, Table 2 shows the alignment between the Schools+ Taxonomy and some specific pedagogical approaches that emphasize some specific elements of teaching.

Table 2. Alignment between Schools+ Pedagogical Taxonomy and Popular Pedagogical Approaches

Some commonly cited pedagogies	Working Definitions from the Schools+ Pedagogical Taxonomy
Project-based learning	First-hand Experiences (strong alignment)
Enquiry-based / inquiry-based learning	Meaningful Context and Real-world Connections (strong alignment)
Playful learning / learning through play	Explicitly Teaching and Actively Practising Social-Emotional Skills (strong alignment) First-hand Experiences (strong alignment) Relationship Building (moderate alignment)
Student-centered learning / learning with student agency	Meaningful Context and Real-world Connections (strong alignment) Collaboration (strong alignment) Whole-Class Discussion and Dialogue (strong alignment)
Self-directed learning	Learning Goals (moderate alignment) Explicitly Teaching and Actively Practising Social-Emotional Skills (moderate alignment)
Collaborative learning, including learning through dialogue	Collaboration (direct definition)
One-on-one tutoring / Mentorship	Collaboration (strong alignment)
Hands-on learning	First-hand Experiences (direct definition)
Gamification / Edutainment	Ensuring Good Levels of Challenge (some alignment)

Box 2. Further review and discussion points

In view of the above, the OECD Secretariat is envisaging further review and discussions on the sub-dimensions in which greater divergence is observed:

- Collaboration
- Explanations (and its relationship to *Quality of Subject Matter*)
- Ensuring Good Levels of Challenge
- Working with Multiple Perspectives
- Creating a Supportive Classroom Climate
- Explicitly Teaching and Actively Practising Social-Emotional Skills

The OECD Secretariat welcomes comments and suggestions on these points.

Question for discussion:

- What is one concrete benefit of a shared language of teaching, and/or how the Taxonomy could be used in your organisation's work?
- What is one concrete suggestion on what should be included in/added to the Taxonomy to support its use or accessibility?

4. Identifying mechanisms behind impactful implementation: Review findings

The taxonomy aims to look into the mechanisms behind the effective implementation of the teaching practices. In the review process, participants were asked to draw upon their experience to share reflections on the 'active ingredients' that are the essence of a practice and that contribute to effective implementation. They were also asked to reflect on the obstacles that novice teachers may encounter when attempting a sub-dimension in their classroom.

Qualitative insights from 37 academics and knowledge brokerage agencies, as well as 12 piloting Schools+ organisations, were aggregated and synthesised. An overview of the synthesised suggestions from this feedback is presented in Table 3.

Table 3. Synthesis of suggestions on the 'Active Ingredients' of practice and the 'Obstacles and Challenges' to effective implementation

Initial Database				Synthesised Suggestions from Consultation	
Dimension	Sub-dimensions	Active Ingredients (e.g., core considerations or mechanisms that make it impactful)	Major obstacles and challenges for novice teachers and the difficulties teachers may encounter when refining and further developing this sub-dimension	Suggested Revisions to Active Ingredients	Suggested Revisions to Obstacles and Challenges
Classroom Interaction	Collaboration	Carefully designing tasks to support collaboration	Careful planning of the appropriate task.	Ensure that text of active ingredients explains planning the structure, considers the groupings, and acknowledges a need to be explicit with how to talk	Ensure that planning addresses the question of when
		Structuring collaboration carefully	Developing and embedding routines around expectations for collaboration.		Ensure that classroom management references monitoring and focusing student engagement
		Establishing norms for working together	Classroom management whilst accepting less control of the classroom.		Add resources Add point on formative assessment of collaboration
	Whole-class Discussion and Dialogue	Establishing norms for interacting	Classroom management whilst accepting less control of the classroom.	Ensure text refers to potentially pre-planning questions and their distribution	Add sequencing
		Encouraging high-quality contributions			Ensure classroom management refers to sustaining engagement
		Pushing students to engage with each other's ideas in a detailed but critical way			Add reference to time constraints
		Providing all students with the opportunity to engage and participate			Add reference to subject knowledge
	Questioning	Initiating exchanges	Difficult to be aware of potential biases in questioning.		Add in the 'mixing' of questions here and the sequencing of these
		Making impactful use of follow-up questions			
		Questions at different cognitive levels	Ensuring the right level of cognitive demand in questioning for students.		Responsiveness to the classroom
		Questioning for equity			Approach to incorrect responses
	Explanations	Breaking complexity into clear logical steps	High levels of subject knowledge demanded.		

Cognitive Engagement		Modelling processes or ideas to make thinking explicit			Question of how to structure the explanation
		Revoicing and elaborating to support student explanations and understanding			Challenge of sustaining student interest during longer or more complex material
		Ensuring all learners can access explanations			Some aspects - such as revoicing - may be a little bit harder than other parts
					Deducing what is appropriate based on the learners and the content, and when
	Ensuring Good Levels of Challenge	Engaging students with using evidence to explain and justify	Pitching the right level of challenge. Giving students time to think hard and scaffolding them appropriately when they struggle.	Clarify sustained problem-solving Ensure the text acknowledges a connection with knowing learners The question of balancing or pitching is not fully considered by an active ingredient	Handling diversity of needs with challenge - particularly between the individual- and the group-level Limited examples or resources to learn on what challenge looks like
		Engaging students in constructing and evaluating models			
		Engaging students in sustained problem-solving			
		Encouraging creative thinking			
		Encouraging critical thinking			
	Fluency and Flexibility	Varying tasks and adding increased challenge	Balancing practice with increased challenge to maintain cognitive demand.		How to approach this in relation to the curriculum
		Ensuring opportunities to practise are carefully spaced			
		Mixing topics and interleaving			
	Working with Multiple Perspectives	Presenting multiple representations or approaches in a structured manner		Potentially add an ingredient relating to perspectives Addition of misunderstanding	Flag the 'high risk' nature of this and being misconstrued Moving between representations can be challenging
		Giving students opportunities to create multiple representations			
		Encouraging students to consider solving problems in different ways			
		Linking to learning goals			

	Facilitating First-hand Experiences	Ensuring a diversity of experiences that are meaningful to learners	Ensuring the experience is a vehicle for learning, and that the experience itself is not merely retained.		Time constraints Resource constraints When to use this in relation to student knowledge can be challenging
	Meaningful Context and Real-world Connections	Using a diversity of examples from the real world in teaching	Defining what counts as the real world and of relevance.		When to use this in relation to student knowledge can be challenging Examples to learn from of good practice can be limited
		Providing opportunities to understand students' preconceptions about the world that they are bringing into the classroom			
		Using questions that spur curiosity and enquiry			
	Learning Goals	Ensuring understanding of the target knowledge and skills	Consistently maintaining high expectations when students are struggling. Clearly communicating learning goals to students in accessible ways.		Limited examples of good practice to learn from
		Ensuring appropriate challenge			
		Aligning with the curriculum and formative assessment			
		Revisiting learning goals throughout the learning process			
Formative Assessment and Feedback	Eliciting Student Thinking	Probing for depth	Using professional judgement on when to elicit student thinking. Sufficiently gauging a range of students' thinking in large classrooms. Developing students' routines to share their thinking.		Include reference in professional judgement to what to elicit and attend to
		Considering the right times for eliciting student thinking in a systematic way			
		Maximising participation to understand how all students are thinking			
		Allowing time and space to students			
	Feedback	Ensuring feedback is given in a timely manner that is relevant to students	Can be time-consuming to give students sufficient personalised detail.		
		Focusing on the task and its context			

		Providing the right amount of detailed information and challenge			Note that misunderstandings can be high here - such as around it being token, misfocused or too much May wish to include question of how to prepare students for feedback Note that the "Goldilocks" aspect is always hard to achieve
		Ensuring that students can act upon and use the feedback			
	Aligning to Student Thinking	Activating students as resources for one another	Novice teachers may struggle to attend to individual student needs.	Reference progressively removing scaffolds too, and the idea of fading	Note the time that is needed to understand students as learners
		Offering scaffolds			
Quality of Subject Matter	Nature of the Subject	Offering extensions and challenges	Requires a high amount of subject knowledge. Can be challenging to engage students in high-level subject debates.		Note limited training to support preparation Note that resources and materials shape opportunities to engage with this Flag that the hidden curriculum may need to be considered too
		Reviewing curriculum against aspects of the nature of the subject			
		Explicitly introducing students to dimensions in the nature of the subject			
	Making Connections	Establishing norms for the nature of the subject	Routines can be developed to support connecting with previously learnt content. Demands a good mastery of subject content.	Consider knowledge organisers Consider cross-class or cross-subject aspect	Note the role that the curriculum plays in shaping this
		Using narrative and storytelling			
	Exploring Patterns and Generalisations	Concept mapping	Risk of cognitive overload when using too many sources of information.		Note that time constraints for sustained enquiry projects
		Using manipulatives			
		Engaging in problem-solving that relies on identifying and applying patterns and generalisations			
		Using diagrams and illustrations to connect specific examples with wider generalisations			

	Explicit Procedures and Methods	Using worked examples to model the method or steps of the procedures	Balancing and sequencing the full complexity of certain procedures and methods with what students encounter.		Note that inviting procedures to be questioned can be important too but hard to do
		Making procedures and methods explicit	Certain subjects do not have procedures that are as defined and unanimous as other subjects.		
		Focusing on building understanding of procedures and methods			
	Clarity and Accuracy	Making use of summaries and plenaries	Associated with the depth of teachers' subject knowledge.		Flag the role confidence may play here
		Critically reviewing teaching resources			
		Practising and refining teacher explanations			
Social-Emotional Support	Creating a Supportive Classroom Climate	Demonstrating a mindset orientated towards growth and learning	Changing culture is a long-term process that demands regular and ongoing work, and may involve challenging beliefs and attitudes. School-level climate may shape this.	Consider language of mindset against disposition/habits Ensure aspect of inclusion is included in relation to identity and culture	Note how there is a risk of certain trends/fads and a lot of change Note the role that teachers' well-being plays
		Providing feedback and praise in a careful manner that focuses on processes			
		Facilitating opportunities for students to persevere by being cognitively engaged for a sustained period of time			
		Supporting students' autonomy			
	Relationship Building (Student-Student)	Facilitating and supporting student-student relationships and connections	The use of group work can feel like a loss of control initially. Heavily impacted by factors outside of the classroom (e.g., bullying).	May wish to reference open-mindedness here	Expand the factors outside of the classroom to include how the teacher deals with these. Include also the social media part Identify the role that tasks play in this Flag that teachers need to be sensitive to dynamics and this may be challenging
		Using group-based activities and classroom design			
		Modelling relationship-building practices			
		Making time for individual students			

	Relationship Building (Teacher-Student)	Creating learning environments that are rich with discussion and dialogue	Fostering a culture of dialogue among students takes time and the establishment of clear routines.	Add fairness and consistency Add approachability	Highlight that doing so for all students equitably is a challenge. Note time constraints here too. Also that the variation of student needs is a factor Note connection to teacher well-being Behaviour management aspect may need to be considered too
		Generating more open-ended questions			
	Explicitly Teaching and Actively Practising Social-Emotional Skills	Teaching students about specific skills and strategies	Integrating into regular classroom practice in a focused way. School-wide approaches likely to be relevant.	Strengthen the integration aspect	May need to more heavily consider the role of talk/oracy here Understanding the level of student skills here is hard and that makes sequencing difficult
		Modelling strategies to students			
		Incorporating practice opportunities in a regular, integrated way			
		Concentrating on specific, subject-focused improvement			

Note: The responses included are based on the feedback from the 37 academics and knowledge brokerage agencies, as well as 12 piloting organisations in the Schools+ Network, that had participated in the Consultation as of 13 November 2023.

Box 3. Further review and discussion points

In view of the above, the OECD Secretariat is envisaging further review and discussions on practices that are being implemented but have a more limited evidence base. There may be scope to consider how information from school in this group can be drawn upon to understand why they are being implemented in schools and the purposes they serve.

- o Explicit Procedures and Methods
- o Explanations
- o Meaningful Context and Real-world Connections
- o Exploring Patterns and Generalisations
- o Facilitating First-hand Experiences

Another area for further discussion are practices that seem to have a reasonably strong evidence base but are not implemented regularly in an effective, impactful way:

- o Feedback
- o Clarity and Accuracy
- o Questioning
- o Whole-class Discussion and Dialogue
- o Collaboration
- o Working with Multiple Perspectives
- o Aligning to Student Thinking

The OECD Secretariat welcomes comments and suggestions on these points.

Question for discussion: What are the critical aspects in the implementation of the practices included in the Taxonomy that schools could exchange and provide expertise about?

Annex A. List of contributors as of 13 November 2023

Lead Expert Group

Jenni Ingram is the Chair of the Lead Expert Group. She is Professor of Mathematics Education at the University of Oxford. She is a Fellow of Linacre College and Fellow of the Institute of Mathematics and its Applications, as well as serving as a member of the Mathematics Expert Group for the OECD's Programme for International Student Assessment (PISA).

Velda Elliott is Associate Professor of English and Literacy Education at the University of Oxford where she is also a curriculum tutor for the English PGCE and MSc in Learning and Teaching, and Director of Doctoral Research.

Jill Adler is Professor of Mathematics Education at the University of the Witwatersrand, Johannesburg, where she also served as SARChI Mathematics Education Chair from 2010 to 2019. She is also a Past President of the ICMI (International Commission on Mathematical Instruction), serving from 2017 to 2020.

Joseph Krajcik is University Distinguish Professor at Michigan State University. He also serves as Lappan-Phillips Professor of Science Education and Director for the CREATE for STEM Institute.

Robyn Gillies is Professor at the School of Education at the University of Queensland. She is a Chief Investigator on the Science of Learning Research Centre (SLRC) and has worked extensively with primary and secondary schools to embed STEM education initiatives into the science curriculum.

Steven Puttick is Professor of Teacher Education at the University of Oxford. He is a curriculum tutor for the Geography PGCE and MSc Learning and Teaching at the University, and serves on the editorial board of the journal *Geography*.

Kathy Hirsh-Pasek is the Stanley and Debra Lefkowitz Faculty Fellow in the Department of Psychology at Temple University. She is also a Senior Fellow at the Brookings Institution.

Annelise Pesch holds a PhD in Developmental Psychology from the Institute of Child Development at the University of Minnesota and is a Postdoctoral Fellow at Temple University's Temple Infant and Child Lab.

Katharine Burn is Associate Professor of Education and coordinator of the Oxford Education Deanery: a multi-strand partnership with schools, focused on the development of teachers' research engagement.

Cindy Ong and **Louise Vincent**, two doctoral researchers at the University of Oxford, acted as independent reviewers to further scope the evidence base of the Taxonomy.

Table A A.1. Other contributing experts and organisations

The following have contributed feedback and insights in varying forms to shaping the Consultation, from completing the feedback form on dimensions, to written comments on chapters and conceptualisations, to suggested readings.

Academics and Other Experts	
Amy Roth McDuffie	Washington State University
Anouschka van Leeuwen	Utrecht University
Arne Jakobsen	University of Stavanger
Christina Kundrak & Emily Gonzalez	University of Southern California
Christine Howe	University of Cambridge
Daniel Muijs	Queen's University Belfast
Hamish Chalmers	University of Oxford
Hamsa Venkatakrishnan	Dublin City University
Jennifer Fredericks	Union College
Joanna McIntyre	University of Nottingham
John Perry	University of Nottingham
John Sweller	University of New South Wales
Juliette Berg	American Institutes for Research
Karin Brodie	University of the Witwatersrand
Kelly-Ann Allen	Monash University
Klaus Zierer	Augsburg University
Kristin Lesseig	Washington State University
Leonidas Kyriakides	University of Cyprus
Mark Greenberg	Penn State University
Mercy Kazima	University of Malawi
Michael Thomas	Birkbeck University
Neil Mercer	University of Cambridge
Penelope Watson	University of Auckland
Sibel Erduran	University of Oxford
Steve Higgins	Durham University
Susan Groundwater-Smith	University of Sydney
Knowledge Brokerage Agencies and Organisations	
Annika Wilmers	DIPF (Leibniz Institute for Research and Information in Education), Germany
Christopher Harris	West Ed, US
Elaine Munthe	Knowledge Centre for Education, Norway
Ellen Smith & Bronwen Magrath	Schools2030 (Aga Khan)
Isabelle Janssens	Leerpunt, Belgium
Javier Gonzalez	SUMMA (Laboratory for Research and Innovation in Education for Latin America and the Caribbean)
Jenny Donovan	AERO (Australian Education Research Organisation), Australia
Jonathan Kay & Lizzie Swaffield	Education Endowment Foundation, United Kingdom
Lou Aisenberg	Abdul Latif Jameel Poverty Action Lab
Matthew Soldner	National Center for Education Evaluation and Regional Assistance, US
Sonia Guerriero	UNESCO
Organisations	
COBIS (Council of British International Schools)	
Eutopia	
Global School Leaders	
HundrED	
International Baccalaureate	

International Confederation of Principals
Keller
LEGO Foundation
Magis Qualis
OBESSU (Organising Bureau of European School Student Unions)
Varkey Foundation
VVOB - Education for Development

Annex B. Mapping of the sub-dimensions of the Schools+ Taxonomy to some other leading frameworks

Table A B.1. Mapping of the Schools+ Taxonomy's Sub-Dimensions to other dimensions in leading frameworks

	Proposed sub-dimensions	OECD Global Teaching Insights	OECD TALIS	CLASS	Education Endowment Foundation	Framework for Teaching	Great Teaching Toolkit	High Leverage Practices	PLATO	Other		
										Dialogic Teaching	IPPL	
Classroom Interaction	Collaboration	Nature of discourse	Have students work in small groups to come up with a joint solution to a problem or task	Instructional learning formats (variety)	Collaborative learning approaches	Engaging students in learning: - Student groups		Leading a group discussion		Interactive settings		
		Discussion opportunities		Language modelling (conversation)		Using questions and discussion techniques: - Quality of questions - Discussion techniques - Student participation		Implementing norms and routines for discourse			Multi-literacies and discussion	
								Setting up and managing small group work				
	Whole-Class Discussion and Dialogue	Nature of discourse		Language modelling (open-endedness)			Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners	Questioning: using questions and dialogue to promote elaboration and connected flexible thinking among learners	Classroom discourse	Questioning & extending		
	Questioning	Questioning							Strategy use and instruction			

	Explanations	Explanations	Explain what I expect the students to learn			Communicating with students: - Explanations of content	Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations Explaining: modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge	Explaining and modelling content	Modelling	Learning talk Teaching talk		
		OECD Global Teaching Insights	OECD TALIS	CLASS	Education Endowment Foundation	Framework for Teaching	Great Teaching Toolkit	High Leverage Practices	PLATO	Ambitious Science Teaching	Dialogic Teaching	IPPL
Cognitive Engagement	Ensuring Good Levels of Challenge	Engagement in cognitively demanding subject matter	Give tasks that require students to think critically Present tasks for which there is no obvious solution	Concept development (analysis/reasoning, creativity)		Engaging students in learning: - Activities and assignments - Structure and pacing - Instructional materials and resources			Intellectual challenge		Extending	Computational thinking
	Fluency and Flexibility	Understanding of subject matter procedures and processes Repetitive use opportunities	Let students practice similar tasks until I know that every student has understood the subject matter	Instructional learning formats (engaging approach) Language modelling (repetition/extension)	Mastery learning		Embedding: requiring students to practise until learning is fluent and secure Embedding: ensuring that once-learned material is reviewed/revisited to prevent forgetting					
	Working with Multiple Perspectives	Multiple approaches to/perspectives on reasoning		Concept development (integration)			Embedding: giving students tasks that embed and reinforce learning		Representation of content			

		Type of representation										
	Facilitating First-hand Experiences										Interactive settings	Gamification
												Embodied learning
	Meaningful Context and Real-world Connections	Real-world connections	Refer to a problem from everyday life or work to demonstrate why new knowledge is useful Give students projects that require at least one week to complete		Instructional learning formats (promotion of student interests)			Connections to personal and cultural experiences Representation of content	Planning for engagement with important science ideas - Anchoring event			Experiential learning
		OECD Global Teaching Insights	OECD TALIS	CLASS	Education Endowment Foundation	Framework for Teaching	Great Teaching Toolkit	High Leverage Practices	PLATO	Ambitious Science Teaching	Dialogic Teaching	
Formative Assessment and Feedback	Learning Goals	Explicitness of learning goals	Set goals at beginning of instruction			Communicating with students: - Expectations for learning	Structuring: signalling learning objectives, rationale, overview, key ideas and stages of progress	Setting learning goals	Purpose			
	Eliciting Student Thinking	Eliciting student thinking	Administer my own assessment			Using assessment in instruction - Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring		Eliciting and interpreting individual students' thinking		Planning for engagement with importance science ideas - Developing essential questions	Learning Talk	
	Feedback	Teacher feedback	Observe students when working on particular tasks and provide immediate feedback	Quality of feedback (feedback loops, encouragement of responses, expansion of performance)	Feedback		Interacting: responding appropriately to feedback from students about their thinking/ knowledge/understanding	Providing feedback to students	Feedback	Eliciting student ideas - Hypothesis - Explanations	Questioning	

Aligning to Student Thinking			Provide written feedback on student work in addition to a mark				Interacting: responding appropriately to feedback from students about their thinking/ knowledge/understanding				Extending teacher talk	
	Aligning instruction to present student thinking				Individualised instruction	Demonstrating flexibility and responsiveness - Lesson adjustment - Response to students	Structuring: scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level	Attending to patterns of student thinking		Eliciting student ideas - Adapting further instruction		
							Activating: progressing appropriately from structured to more independent learning as students develop knowledge and expertise	Checking student understanding				
							Explaining: modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge	Coordinating and adjusting instruction				
		OECD Global Teaching Insights	OECD TALIS	CLASS	Education Endowment Foundation	Framework for Teaching	Great Teaching Toolkit	High Leverage Practices	PLATO	Ambitious Science Teaching		

Quality of Subject Matter	Nature of the Subject								Purpose	Supporting changes in student thinking - Disciplinary thinking		
	Making Connections	Explicit connections	Explain how new and old topics are related				Explaining: connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge)		Connections to prior knowledge	Planning for engagement with importance science ideas - underlying explanation		
	Exploring Patterns and Generalisations	Explicit patterns and generalisations					Explaining: using examples (and non-examples) appropriately to help learners understand and build connections		Representati-on of content	Supporting changes in student thinking - Multiple rounds		
	Explicit Procedures and Methods	Understanding of subject matter procedures and methods	Ask students to decide on their own procedures for solving complex tasks			Communicating with students: - Directions and procedures				Planning for engagement with importance science ideas - Conceptual content		
	Clarity and Accuracy	Clarity		Instructional learning formats (clarity)				Designing single lessons and sequences of lessons				
		Accuracy										
		Summary										
		OECD Global Teaching Insights	OECD TALIS	CLASS	Education Endowment Foundation	Framework for Teaching	Great Teaching Toolkit	High Leverage Practices	PLATO	Other		
										OECD Survey of Social Emotional Skills	6Cs	'Big Five'

Social Emotional Support	Creating a Supportive Climate	Risk-taking					Establishing a culture for learning: - Expectations for learning achievement - Student price in work - Importance of content			Open-mindedness	Creative innovation	Openness
	Relationship Building – a) Peer-to-peer b) Teacher-student	Respect		Positive climate (relationships, communication, respect)		Creating an environment of respect and rapport: - Teacher interaction with students - Student interaction with students	Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students	Establishing and maintaining community expectations		Engaging with Others (Extraversion)	Communication	Extraversion
					Social-emotional learning (pupils' decision-making skills, interaction with others and their self-management of emotions)		Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care	Building respectful relationships		Collaboration (Agreeableness)	Collaboration	Agreeableness
	Explicitly Teaching and Actively Practising Social-Emotional Skills	Persistence				Demonstrating flexibility and responsiveness - Persistence	Promoting learner motivation through feelings of competence, autonomy and relatedness			Emotional Regulation (Emotional stability)	Confidence (grit and mindset)	Neuroticism
		Metacognition			Metacognition and self-regulation		Activating: helping students to plan, regulate and monitor their own learning			Task Performance (Conscientiousness)		Conscientiousness

		Encouragement and warmth		Sensitivity (awareness, responsiveness, comfort)						Additional self- efficacy		
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Note: The table provides a comparison of some of the most well-established frameworks of teaching to provide an indication of their alignment with the Taxonomy. Rows represent similar conceptual ideas from across different frameworks that feed into a sub-dimension. Sub-dimensions may consist of more than one row, because more than one conceptual idea may feed into that sub-dimension. There are several dimension-specific frameworks that have been included under the heading ‘Other’, as they are primarily relevant to one particular dimension. Frameworks that are used for specific sub-dimensions are not included. The alignment work and frameworks considered will be revised based upon feedback from the review exercise.