Why focus on education?

- Education contributes to:
  - economic and social development
  - innovation and sustainable growth
  - social mobility and mitigating inequalities

Main OECD goal: to help countries to improve the quality, equity, effectiveness and efficiency of their educational systems
The role of CERI

- Centre for Educational Research and Innovation
- Established in 1968; 40th anniversary in 2008

**Mission**
Forward-looking research on education at all levels (micro, meso, macro), with special focus on innovation in teaching and learning
The role of CERI
CERI – some basic facts

• Aims to inform long-term policy development by:
  – generating forward-looking research analyses and syntheses;
  – identifying and stimulating educational innovation;
  – promoting international exchange of knowledge and experience

• Approx. 20 staff based in Paris

• Programme overseen by a Governing Board of all Member countries, meets bi-annually
CERI’s 42 years

• 1970s: equality in education, innovation in educational management, curriculum development, recurrent education
• 1980s – 1990s: indicators, technology, youth/youth unemployment, environmental education
• 1990s: futures (schooling, HE), learning, knowledge/the knowledge economy, the international dimension
• 2000s: shift of focus to innovation
2005: Teachers Matter

• Countries report serious concerns about:
  – maintaining an adequate supply of good quality teachers
  – long-term trends for the teaching workforce (e.g. fewer “high achievers”, fewer males, ageing)
  – perception of initial teacher education as low quality, with little connection to induction and on-going professional development
  – high rates of teacher attrition, especially among new teachers
2007-09: TALIS 1

- **Teaching and Learning International Survey**
  - Teachers of lower secondary education and the principals of their schools
  - Representative samples
  - Data collected through questionnaires
  - 24 participating countries
    - Netherlands did not achieve the sampling standards
  - Data collection school year 2007-08
  - [www.oecd.org/edu/talis](http://www.oecd.org/edu/talis)
Socio-economic background of students

Teacher background characteristics

Professional development of teachers

Teaching beliefs, practices and attitudes

School evaluation, appraisal and feedback of teachers

School leadership

School autonomy and resources

Teachers’ self-efficacy

Classroom disciplinary climate
Creating Effective Teaching and Learning Environments
First Results from TALIS
Teacher Education for Diversity

- Project started in 2009, ending in 2010
- Q: How can we best prepare for diverse classrooms:
  - pre-service teachers
  - in-service teachers
  - teacher educators?
- Looking for evidence base, gaps
  - Building analytic framework: literature review/research synthesis, expert meetings
  - Adding: views from practitioners
Teacher Education for Diversity

• Why focus on diversity?
  – Migration is one of the most important social phenomena affecting 21st century education
  – Evidence from PISA and other data that migrant students are performing extremely bad in many countries, and are performing reasonably well in others
  – Evidence from TALIS that there is a great need for pre-service and in-service training for teachers to cope with diverse classrooms
Immigration into the OECD area has increased over the past fifteen years.

- EEA+Switzerland except Germany
- Australia and Canada
- Germany
- Japan
- United States

Gross inflows of foreigners in selected OECD countries, 1990-2006, 1990=100
Migrant students performance in PISA

OECD countries
Australia
Austria
Belgium
Canada
Denmark
France
Germany
Luxembourg
Netherlands
New Zealand
Norway
Sweden
Switzerland
United States
OECD average


Native students perform better
Immigrant students perform better

-120 -100 -80 -60 -40 -20 0 20
TALIS

% of teachers reporting a high or moderate need for prof dev for “teaching in a multicultural setting”

Data from TALIS 2009
New Publication

**Part 1:** Concepts, Research and Context

**Part 2:** Preparing Teachers for Diverse Classrooms

**Part 3:** Moving into Practice

**Part 4:** The Pending Agenda
From homogeneity to diversity

**Classroom Practices?**
- *crossing cultural borders*
- *tools for critical reflection*
2011-12 PWB

- ‘Teachers, teaching quality and learning’ is one of the four core themes
  - Effective teaching strategies (CERI)
  - Innovative learning environments (CERI)
  - Assessment and evaluation (EDPC)
  - TALIS 2013 (EDPC)
2010 Education Ministerial

Investing in Human Capital: New Challenges

4-5 November 2010, OECD Conference Centre, Paris

Tackling the effects of the crisis

Investing in human capital: matching skills to emerging needs

Equipping effective teachers for the 21st century

Optimising the social impact of education
Thank you!

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