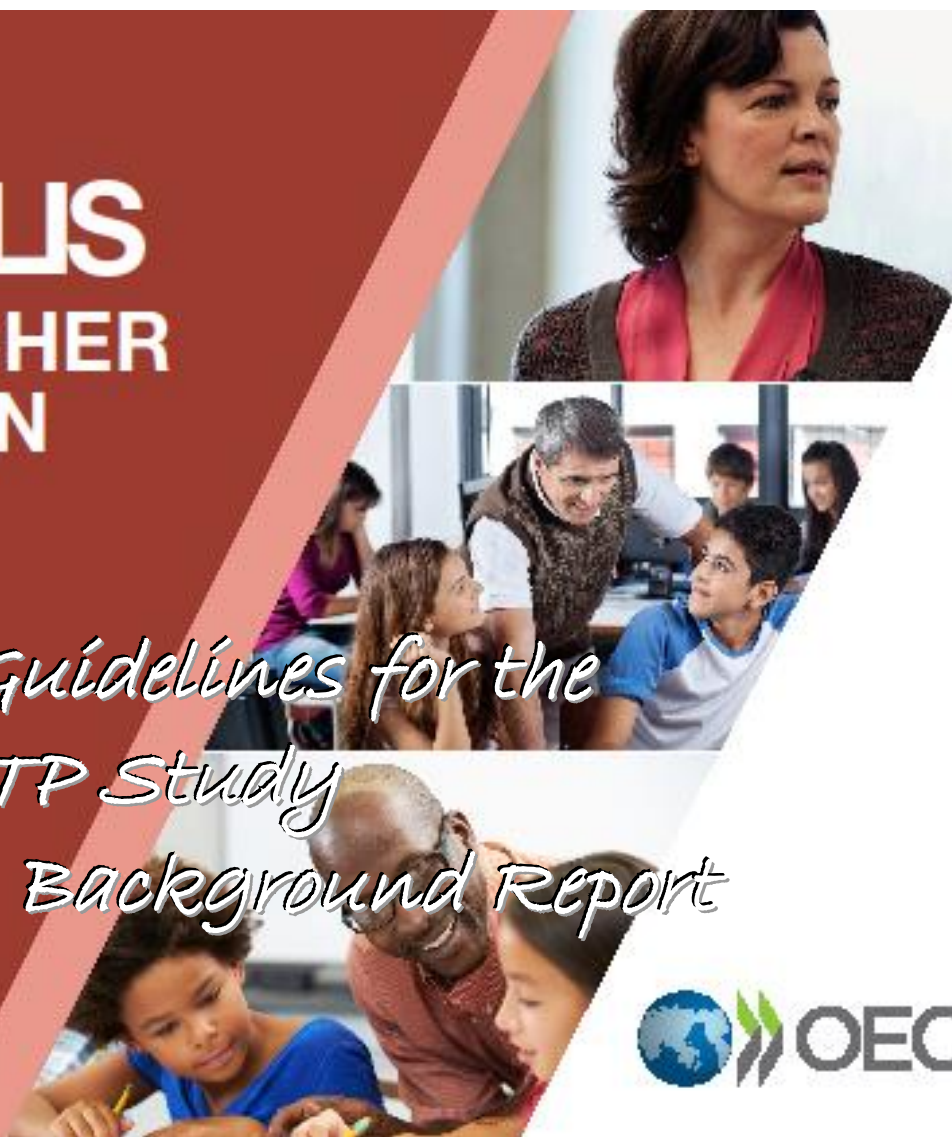


# OECD TALIS INITIAL TEACHER PREPARATION STUDY

*FINAL Guidelines for the  
TALIS ITP Study  
Country Background Report*



# FINAL Guidelines for the TALIS ITP Study Country Background Report

## TABLE OF CONTENTS

Purpose of the Country Background Report .....	3
Length.....	3
Format .....	3
Time schedule.....	3
Process of report preparation.....	4
Ownership .....	4
Language .....	4
Publication.....	4
Structure .....	5
Questions.....	6
<i>Section 1. Context</i> .....	6
<i>Section 2. Attracting candidates into ITP programmes</i> .....	7
<i>Section 3. Selecting the most suitable candidates for ITP programmes</i> .....	7
<i>Section 4. Equipping prospective teachers with the right mix of what teachers need to know and do ..</i>	7
<i>Section 5: Ensuring quality delivery of ITP programmes</i> .....	9
<i>Section 6. Certifying and selecting new teachers</i> .....	10
<i>Section 7. Supporting beginning teachers</i> .....	10

# FINAL Guidelines for the TALIS ITP Study Country Background Report

## Purpose of the Country Background Report

This study aims to provide policy makers and practitioners with policy tool-kits and good practice examples to improve their initial teacher preparation programmes, from recruitment and selection policies for candidates entering ITP programmes to policies supporting new teachers in the transition to the teaching profession. The Country Background Report (CBR) is a vital means of collecting information from countries on these issues in order to prepare the OECD expert review team for the review visit to each participating country. The CBRs will provide in-depth analysis of context, key factors and policy responses in individual countries.

The CBR is intended for 4 main audiences:

- The Secretariat and other countries participating in the Study as an aid to sharing experiences and providing material for the final analytical report;
- The expert review team who will visit the country to conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) policy analysis of the ITP programme;
- Those interested in teacher policy issues within the country concerned – the CBR can be an important means of focusing national attention on key issues that need to be addressed and drawing attention to policy initiatives; and
- Those interested in teacher policy issues at international level and in other countries – all CBRs will be placed on the OECD website and their availability widely disseminated.

To serve these purposes and to reach these audiences, each CBR will need to be a coherent, self-contained document and not just a series of responses to questions. To maximise opportunities for peer learning between participating countries, the CBRs will be prepared according to a common framework and written in an accessible style. Each country will also be asked to complete or verify a mapping exercise of the teacher education pathway in the country. This map will be included in each country report prepared by the Secretariat, in addition to system-level data on teachers and initial teacher education drawn from OECD data collections and similar sources.

## Length

The text of the CBR should be between 30 and 40 single-spaced pages in length. Additional material can be attached in the form of tables, charts, diagrams and extracts from other documents.

## Format

The CBR should be provided in an electronic format suitable for placement on the OECD website.

## Time schedule

Each CBR is likely to take around three months to complete. The report should be finalised at least two months prior to the visit of the review team. Authors are asked to prepare a 1-page outline of the CBR by **22 April 2016**, and to forward drafts to the Secretariat during the writing process. The CBR should be completed by **15 July 2016**.

## FINAL Guidelines for the TALIS ITP Study Country Background Report

### Process of report preparation

Country authorities will determine the process for commissioning and supervising the preparation of the CBR. In most OECD activities of this sort, the national authority commissions a research organisation or university academic to prepare the report. The national co-ordinator will be responsible for ensuring that the CBR is completed on schedule. A National Advisory Committee (NAC) comprising key stakeholder groups can play an important role in ensuring that a variety of perspectives are reflected in the CBR.

Where a country decides not to establish a NAC, there will need to be other processes for ensuring that the CBR adequately reflects the views and perspectives of the different stakeholder groups concerned with teacher policy.

Authors may wish to cross-reference existing national or OECD reports. Where cross-references are made they should be accompanied by a brief summary of the information or discussion concerned. It may also be helpful to attach extracts and results from related studies as supporting material for the Report. Full bibliographic details should be provided.

Statistical and other data should be provided to support and illustrate points, where appropriate.

### Ownership

The ownership and intellectual property rights to the CBR will generally be held by the national authority that is participating in the OECD review. The OECD does not have intellectual property rights to the CBR.

### Language

The CBR can be prepared in English or French, the two languages of the Organisation. In some countries the CBR has been prepared in another language before being translated. To aid the widest possible dissemination of the work, a link to each language version can be included on the OECD ITP web page.

### Publication

After seeking permission from each of the countries involved in the review, all CBRs will be placed on the website ([www.oecd.org/edu/school/talis-initial-teacher-preparation-study.htm](http://www.oecd.org/edu/school/talis-initial-teacher-preparation-study.htm)) to help disseminate the work. For this reason, the front page of each CBR will include a standard disclaimer. The suggested wording is as follows:

*This report was prepared for the national authority [using the appropriate title] as an input to the TALIS Initial Teacher Preparation study. The document was prepared in response to guidelines the OECD provided to all countries. The opinions expressed are not necessarily those of the national authority, the OECD or its member countries. Further information about the OECD review is available at: [www.oecd.org/edu/school/talis-initial-teacher-preparation-study.htm](http://www.oecd.org/edu/school/talis-initial-teacher-preparation-study.htm).*

In addition to the disclaimer, the cover should contain the following information: name of the authors, name of the OECD review, name of the country and date of completion (month / year).

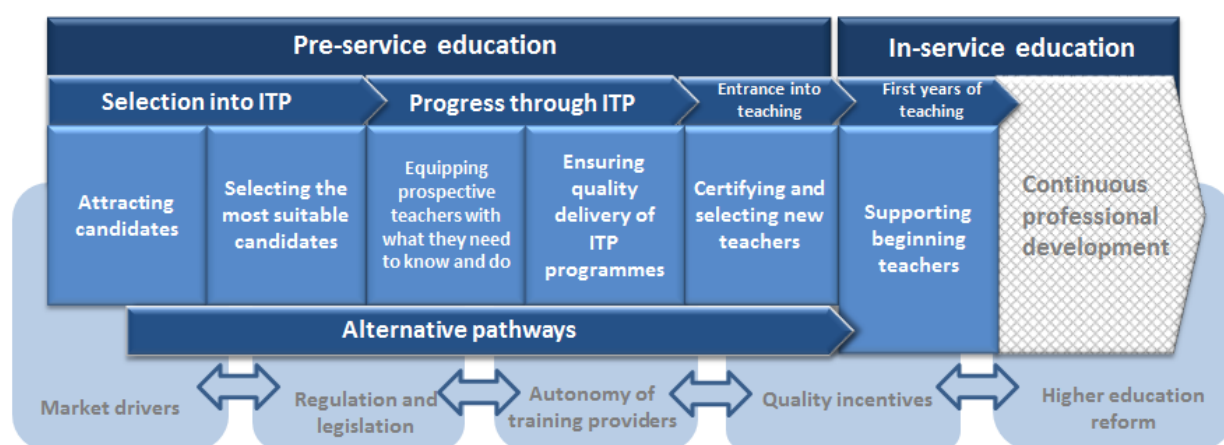
If the national authority wishes, it may publish the CBR either on its own web site, in book form, or both.

### Structure

The structure of the CBR follows the conceptual framework for the study (Figure 1). The OECD Teacher Education Pathway Model maps four consecutive steps for initial teachers, from the time when they are selected into ITP programmes to their first years in the teaching profession.

The questions below follow a consistent format and are intended to present a dynamic view of ITP policy issues in each country. The questions are not prescriptive. They are intended to draw out coherent analyses and discussions on the key policy issues in all participating countries. Due to differing contexts and circumstances, some questions may be more or less relevant, or perceived in different ways, from country to country. In some cases there might not be one national policy, but several local policies or new innovative approaches used by institutions of teacher education. Such nuances and differences in emphasis, both between and within countries, will be one of the main interests, but the structure needs to be based on a common list of questions to which all participating countries respond. However, it is recognised that countries may wish to combine, rephrase or expand certain questions in the light of national circumstances. The key requirement is that the issues underlying the questions are addressed in each CBR.

**Figure 1 OECD Teacher Education Pathway Model**



The CBR should adopt the following structure:

- Table of contents
- List of tables and figures
- Executive summary (1-2 pages)
- 1. Context (about 7-10 pages);
- 2. Attracting candidates into ITP programmes (about 3-4 pages);
- 3. Selecting the most suitable candidates for ITP programmes (about 3-4 pages);
- 4. Equipping prospective teachers with what they need to know and do (about 8-10 pages);
- 5. Ensuring quality delivery of ITP programmes (about 3-4 pages);

## FINAL Guidelines for the TALIS ITP Study Country Background Report

- 6. Certifying and selecting new teachers (about 3-4 pages); and
- 7. Supporting beginning teachers (about 3-4 pages).
- References
- Annexes

### Questions

#### Section 1. Context

*The purpose of this section is to provide contextual information related to teachers and the education system in general, and to the ITP system in particular. Several questions raise issues about which there is not likely to be clear evidence or where views may differ among key stakeholders. In these cases the section should indicate the matters on which evidence is lacking and/or the range of views held by stakeholders.*

- **Teachers and the education system:**
  - What are the **key features of the school system** and **teacher policy** (e.g. teacher career structure for teachers, the nature of employment of teachers, the tasks and roles teachers perform at school beyond teaching)?
  - What are the general **demographic trends** in terms of student enrolments and composition of the student population, including immigrant students?
  - What is the **profile of the current teacher workforce** (e.g. no. of teachers, age/salary ranges, etc.)?
- **Initial teacher preparation system:**
  - What are the main **objectives and purposes** the government is trying to achieve in ITP? What are the **key political developments** and priorities that affect ITP?
  - Who are the **main stakeholders** in ITP? What are the main concerns and challenges around ITP in different stakeholder groups in recent years? Has there been **media attention** on any of these issues in the past?
  - What are the **broad graduation trends in ITP programmes** in terms of numbers of new teachers, number of applicants for teaching positions, actual teaching qualifications and cultural diversity of graduate teachers?
  - What are the main **economic and labour market** trends that have implications for ITP? Are there data available on (general and/or early) attrition and retirement rates of teachers, and subject specialisation of teachers by age?
  - What were the last **major policy reforms and innovations** around ITP, for example ITP curriculum reform, reform regarding certification and selection criteria? Are these reforms based on existing research?



## FINAL Guidelines for the TALIS ITP Study Country Background Report

### Section 2. Attracting candidates into ITP programmes

*The purpose of this section is to outline trends and incentives to attract candidates into ITP programmes. It also explores the broad public perceptions of teaching and the impact of these perceptions on recruiting candidates into ITP programmes.*

- What are the **general trends** in **ITP candidate** enrolments and profiles?
- What general incentives exist to **attract candidates** into ITP programmes? Have these changed in response to a shortfall or oversupply of teachers, or due to any other factors?
- What are the **broad public perceptions** about the role of schools, the quality of schooling, and the status and working conditions of teachers, and to what extent do these factors influence the recruitment of teaching candidates? Has this changed in recent years?
- To what extent are school settings perceived by potential teachers as **providing appropriate support, challenge and reward**?

### Section 3. Selecting the most suitable candidates for ITP programmes

*The purpose of this section is to outline approaches to selectivity of candidates to ITP programmes. It presents issues around selectivity and selection criteria for entry into ITP programmes, different entry points into ITP programmes and methods for determining suitability for teaching.*

- What are the **selection criteria** for entry into ITP programmes? **Who decides** on the selection criteria (i.e. do institutions of teacher education have autonomy on selection practices or is this regulated)? **How selective** can institutions of teacher education actually be? Are **all** qualified candidates accepted?
- **At which points can individuals decide to enter ITP programmes?** Can individuals follow different pathways into ITP programmes?
- **How are candidates selected to enter into ITP programmes?** Do selection processes differ according to the pathway into ITP programmes? For example, how are **non-traditional candidates** accommodated, such as people with experience in the private sector who might want to enter into teaching? Do selection processes differ **between institutions of teacher education**? Does this include a particular **method for determining suitability for teaching**, for example to assess whether individuals wanting to become teachers have the necessary motivation, skills, knowledge and personal qualities to succeed in the teaching profession?

### Section 4. Equipping prospective teachers with the right mix of what teachers need to know and do

*The purpose of this section is to define the professional requirements of a teacher and to present the types of institutions providing teacher education, how ITP programmes are organised (in terms of pedagogical content, general pedagogical and practical components) and aligned (with one another and with national or sub-national frameworks (e.g. on curriculum)), flexibility of delivery of ITP programmes, selection and training of teacher educators, variability between institutions of teacher education in the provision of ITP, and autonomy of institutions of teacher education in ITP delivery.*

- **Professional requirements of a teacher.** Are there any official documents describing the professional requirements expected from teachers – e.g. through competency frameworks or professional standards? Where such documents exist:

## FINAL Guidelines for the TALIS ITP Study Country Background Report

- How have they been developed? By whom?
- How have teachers' competencies been defined (general guidelines, broad competence domains or detailed descriptions)?
- To what extent has the professional community been involved in the process (bottom-up initiative or feedback on top-down development)?
- Are the professional standards widely accepted or subject to controversy?
- **Types of institutions of teacher education.** What are institutions of teacher education? How many institutions of teacher education exist in your country? Do ITP providers also prepare other professionals for schools, such as teaching assistants?
- **Organisation and alignment of ITP programmes, including alternative programmes.** How are ITP programmes (both traditional and alternative) organised in terms of duration, delivery (consecutive and concurrent), and content (proportion of time spent on pedagogical content, general pedagogical and practical experience)? Are programmes organised to enable alignment of pedagogical content, general pedagogical and practical components (i.e. theory and practice)? Has there been any curriculum reform of ITP or at the primary or secondary level, and if so, how have they impacted on one another?
  - **Pedagogical content knowledge component.** Are some areas of pedagogical content knowledge compulsory in ITP programmes? How does the pedagogical content in ITP programmes align with national or sub-national curriculum frameworks? How do students specialise in content areas? Are there incentives for students to study particular subject areas?
  - **General pedagogical knowledge component.** Are some areas of general pedagogical knowledge compulsory in ITP programmes? To what extent do ITP programmes equip teachers with the following:
    - **Evidence-based research skills** to improve their own practice;
    - **Skills to manage diversity in the classroom** (i.e. preparation for teaching students with disabilities, difficulties and disadvantages, defined as “students for whom countries make additional resources available so that they can access the curriculum more effectively”. This includes immigrant students.
    - **Skills to effectively integrate new technologies in teaching;**
    - **Skills to manage relationships and socio-emotional aspects of teaching**, both inside (with students and peers) and outside (with parents and carers) the classroom; and
    - **Skills to employ a range of tools to assess and evaluate student performance.**
  - **Practical component.**
    - What is the **typical length and organisation** of the practicum?
    - How do **institutions of teacher education and schools** collaborate? Do formalised placement agreements exist between schools and institutions of teacher education?



## FINAL Guidelines for the TALIS ITP Study Country Background Report

- How are **mentors teachers in schools** selected and trained? What is the frequency and nature of feedback to prospective teachers during the practicum?
- **Flexibility of delivery.** To what extent are ITP programmes flexibly delivered? For example, flexible programme structures can provide students with school experience early in the course; courses can be made available to enrol part-time or via distance education and to combine teacher education with work or family responsibilities, etc.
- **Training and selection of teacher educators.** Where and how are teacher educators in institutions of teacher education trained? How are teacher educators selected?
- **Variability across institutions of teacher education.** To what extent does the content of the curriculum; delivery (concurrent and consecutive); duration and balance between pedagogical content, general pedagogical and practical components; and criteria for selection and training of teacher educators vary across different institutions of teacher education?
- **Autonomy of institutions of teacher education.** How much autonomy do institutions of teacher education have in each stage of the teacher education pathway model, for example regarding selection of candidates into ITP programmes, designing ITP programmes, certifying teachers, etc.? And how much is dictated centrally or by organisations who set standards (such as Teaching Councils)?

### Section 5: Ensuring quality delivery of ITP programmes

*The purpose of this section is to present evaluation criteria and monitoring mechanisms used to improve the quality and accountability of ITP programmes and the institutions providing them (i.e. through accreditation processes), in addition to the use of incentives to improve ITP programme quality and transparency of processes.*

- How is the **quality** of delivery of ITP programmes **assured** across the country? For example, is evaluation of ITP programmes mandatory (i.e. accredited) or incentivised?
  - Who develops the quality assurance criteria, and what are its objectives?
  - What are the criteria for ITP programme evaluation (i.e. focus on outcomes, inputs, curriculum and/or processes) and what sources of evidence are used?
  - Who completes the evaluation (e.g. an independent agency) and how are results used?
  - Is ITP programme evaluation part of broader higher education quality assurance schemes, or are they ITP-specific systems?
  - Is self-evaluation used as a quality assurance mechanism? If so, how is it used?
- Are there processes to ensure that the aforementioned elements of ITP are undertaken in a **transparent and fair manner**? For example, are the criteria for entrance into ITP programmes publicly known and consistently applied? Are all teaching vacancies available in the public domain (website)? Does an independent agency exist to accredit institutions of teacher education? Is the certification of teachers completed by an expert panel?

### Section 6. Certifying and selecting new teachers

*The purpose of this section is to present issues around the processes of certifying and selecting new teachers: when does this occur, what are the criteria, and who makes the decision? The issue of alternative certification, where qualifications to teach are awarded by bodies other than traditional institutions of teacher education (i.e. universities or teacher training institutes), should also be addressed.*

- **At what point are individuals certified to teach?** For example, is there a mandatory probationary period before full teaching certification, or a permanent teaching post is awarded?
- What are the **certification requirements** for graduating teachers, including those receiving qualifications through **alternative programmes**? Are there **certification examinations** before entering the profession (and following graduation from ITE)?
- **Who** develops the guidelines for certification requirements? Who assesses a **teacher's aptitude** for entry into the teaching profession once studies are completed?
- What are the **recruitment and selection processes** for new teachers? **Who is responsible** for developing and implementing these processes, including the criteria for recruitment and selection?

### Section 7. Supporting beginning teachers

*The purpose of this section is to present the nature and extent of support provided to teachers in their first years in the profession. It also aims to present how these activities are organised within schools and with institutions of teacher education; how those providing these activities are recruited, selected and trained; and how the activities are linked to the professional development of teachers throughout their careers.*

*The activities could cover a range of structured and unstructured activities intended to support teachers entering the profession. These activities could include formal and informal mentoring, out-of-school gatherings, local support sessions, etc. However, this does not include continuous professional development, which refers to general professional development activities designed to support all teachers.*

- Are there programmes (structured or unstructured) available to help beginning teachers in the early years of their careers? To what extent are these activities **embedded in the school**? To what extent are **partnerships** between institutions of teacher education and schools providing beginning teacher support **formalised**?) and **how long do these activities continue**?
- How are those educators providing teacher support for initial teachers in schools **recruited, selected and trained**?
- To what extent are induction-related activities linked to **certification of teachers**?
- To what extent are induction-related activities linked to **professional development for teachers**?