



RE-SHAPING TEACHER CAREERS IN CHILE

Selected international evidence

The quality of an education system today shapes the economic and social prosperity of the country tomorrow. Chile has embarked on wide-ranging reform to improve the quality and equity of its education system on several fronts, including early childhood education and care (ECEC), school funding, student selection, school governance, teacher career pathways, vocational education and training (VET) and tertiary education. At the request of Chile, this document presents international evidence and practices on teacher recruitment and professional development. It sets out the main challenges for Chile, presents international evidence and relevant country cases, and some reflections. Annexes provide supporting data.

1. The challenge for Chile: Raising the status of teaching by re-shaping teacher career pathways, and providing conditions that support and motivate teachers to improve.

Chile can strengthen the teaching profession by better defining what teachers can expect as professionals throughout their careers, and providing adequate conditions that allow and motivate teachers to improve. The country currently has a shortage of qualified teachers which is relatively high, particularly in rural schools, public schools and in schools that receive students from disadvantaged backgrounds. Some identified challenges for Chile to attract, develop and retain quality teachers are:

- **First, ensuring the best candidates enter and remain in the profession.** The quality of an education system cannot exceed the quality of its teachers. Currently, entry into teacher training in Chile does not have specific selective requirements other than diploma and grade-point average in secondary education. Teacher training candidates obtain low scores on the university selection test (PSU) (Santiago et al., 2013). After graduation, teachers do not need to meet either additional requirements to start teaching (such as passing competitive examinations or a standardised test), and have no registration or probation process once in practice (see Annex 1). Chile needs to privilege teacher quality by attracting high-level candidates into the profession, which can be from different backgrounds as needed.
- **Second, supporting teachers to develop, improve and grow as professionals.** Chile needs to support teachers through well-structured and coherent *development opportunities* before and throughout their careers. Universities provide teacher education programmes and decide whether or not to provide teaching experience (supervised or guided) during initial teacher education, which may hinder the future teachers' opportunities of acquiring practical experience while on initial training. According to OECD recent work on Chile (Santiago et al., 2013), graduating teachers tend to lack subject and pedagogical knowledge. Chilean teachers could also benefit from a formal induction process, which does not currently exist (see Annex 1). Later in their professional lives, teachers need to have access to quality professional training that is relevant to their needs – a lower proportion of teachers than at TALIS average report participating in professional development activities. Providing teachers with *feedback to improve* matters as well – Chile has made important progress in standards of practice (creation of the Good Teaching Framework) as well as in teacher appraisal, but challenges remain, for example, to ensure coherence in the teacher evaluation framework, adjust instruments to better link them to standards of practice and strengthen improvement-oriented evaluation practices. Diversifying *career growth* possibilities is also important. Chile could define career steps in teacher development (e.g. beginning, classroom teacher, experienced teacher; cf. Annex 2c) to permit a better match between teacher competence and skills and the tasks performed at schools. Career

steps could then strengthen the potentially powerful links between professional development, teacher appraisal and career growth (Santiago et al., 2013).

- **Third, improving conditions for teaching in all schools also matters.** Teaching conditions, such as salaries, workload and support received at schools also matter to motivate and help teachers improve. Teacher salaries account for by far the largest share of resources going to education and Chile spends far less as a proportion of its GDP than other OECD countries. While resources are not a panacea Chile has an opportunity to direct new resources into teaching in strategic ways. Compared to the OECD average, teachers in Chile have one of the highest numbers of teaching hours per year, lower salaries compared to those of other tertiary educated professions in the country, and work in schools with some of the largest disparities in the allocation of resources. In the OECD Teaching and Learning International Survey (TALIS), about 63% of lower secondary teachers surveyed in Chile reported having permanent contracts, which is below the TALIS average of 82.5%. (For teacher working conditions cf. also Annex 3)

While not all these processes need to be covered at a time, Chile could implement at least a strategic combination of them to provide teachers with a coherent view of how they can improve along their careers, and the different benefits that improvement can bring to them. The next section develops further key international evidence and practices gathered by the OECD on these topics.

2. International evidence available: How do other countries define teacher career pathways?

Evidence shows that the single best predictor of student learning and achievement within the school is the quality of the teacher (Hanushek and Rivkin, 2012; Hattie, 2008; OECD, 2005). Teachers have more direct impact on student learning than structures, budgets, curricula, inspection and accountability systems, or governance. The aim should therefore be to develop universal policies to recruit highly qualified graduates, offer continuing professional development, and ensure career advancement as well as attractive working conditions and salaries (Schleicher, 2011).

A) Ensuring the best candidates enter and remain in the profession

- **Data highlights for Chile:** Places in teacher education programmes in Chile are not limited, unlike in about half of countries with available data (e.g. Denmark, Finland, Ireland, Japan or Korea). Teachers in Chile can start teaching directly after graduating from their initial teacher education – they do not have to meet any additional requirements, such as pass a competitive examination or a standardised test, as in France, Korea, Mexico, Spain and Turkey (OECD, 2014a).

High-performing countries prioritise teacher quality over teacher quantity. To strengthen the teacher profession and respond to teacher shortage, high performing systems ensure that they select and recruit the most effective trainee teachers by ensuring that teacher training programmes are selective and rigorous, while at the same time attempting to ensure that the pool of candidates for teacher training is as large and strong as possible (OECD, 2010a)

Bringing the best into teaching should start before initial teacher training. High performing countries recruit candidates for initial teacher training from the top-third of each cohort that graduates from their school system, based on specific criteria (Barber and Mourshed, 2007 in OECD, 2010a). Candidates qualify for an all-graduate profession through a university-based programme that rigorously connects research with practical training (Schleicher, 2011; Tucker, 2011; Mourshed, Chijioke and Barber, 2010). Several countries which improved their performance in PISA 2012, like Estonia, Israel, Japan and Poland, have also set policies to improve their teaching staff by raising the licensing requirements (OECD, 2013a).

Countries can also gain much from enlarging the pool of top candidates coming from different professional education backgrounds that could be excellent teachers. Several high-performing countries,

like Finland, Singapore and Norway, took steps to raise the quality of the teaching profession by inspiring capable people to give their talents to the teaching profession. Active recruitment campaigns can emphasise the fulfilling nature of teaching as a profession, and draw in candidates who might not otherwise have considered teaching (OECD, 2014b).

Selection criteria to enter and remain in the profession exist in several countries and can vary depending on education system's needs. They may include at a minimum a certain level of studies completed, as well as national or institution-based examinations to demonstrate suitability for teaching. The approaches of selection criteria may vary. For example, Australia, Finland and Singapore have national examinations for secondary school graduates. Other selection criteria may apply, for example, Denmark, Estonia, Finland, Korea, Scotland and Singapore perform interviews to assess the candidates' suitability to enter the profession. To start teaching, several countries like Australia, Canada, Ireland, Japan, New Zealand and Scotland (United Kingdom) require teachers with a credential or license, in addition to the education diploma (OECD, 2014a). Once in schools, Australia, Canada, Germany, Japan, Korea, New Zealand and Scotland (United Kingdom), among others, require a license or diploma additionally to initial teacher education to recognise teachers as fully qualified (cf. Annex 1).

Country examples:

- **Singapore:** Teacher candidates are selected from the best 30% of secondary school graduates, by panels including school principals. Candidates need to show strong academic abilities and a firm commitment to the profession. They must commit to teaching at least three years. High school students have the possibility to intern in schools, and Singapore also has a system of mid-career entry into teaching (Schleicher, 2012).
- **Finland:** Finland employs a multi-stage process of teacher selection which begins with a national screening process involving a 300-question multiple choice assessment which tests literacy, numeracy and problem-solving. This is followed by university-based tests that evaluate candidates' ability to process information, think critically and synthesise data. The selection continues with university-based interviews which assess candidates' motivation to teach, motivation to learn, communication skills and emotional intelligence (OECD, 2010a; 2014b).
- **England:** The Postgraduate Certificate in Education (PGCE) offers alternative pathways into teaching after tertiary studies, and can lead to a Qualified Teacher Status. The PGCE can be obtained through both school-led and university-led training courses obtained after a full time year-long course (or two years when part-time). It is both directed to people having recently graduated from universities, or looking for career reconversion. Participants receive a bursary (DfE, 2014).

B) Supporting teachers to develop, improve and grow as professionals

- **Data highlights for Chile:** 72% of Chilean teachers in public and private schools reported in TALIS having undertaken professional development activities in the 12 months prior to the survey (below the respective TALIS averages of 88.7 and 86.3%). Teachers in Chile decide in full autonomy on their professional development, which is less common among OECD countries. Teachers reported most often a high need for professional development in teaching students with special needs and teaching in a multicultural or multilingual setting. When starting their careers, teachers in Chile do not have formal induction programmes. Teachers in Chile who report having participated in induction programmes are 2.5 times more likely to report participating in three or more different types of professional development activities, a higher figure than in any other TALIS country (OECD, 2014c).

In a rapidly changing world, education systems need to prepare students to succeed with jobs and technologies that do not exist yet. Teachers need to continuously acquire new competencies throughout their careers to teach their students with 21st century skills. New tasks for teachers include, for example, making a more effective use of information and communication technologies, performing planning within evaluation and accountability frameworks, or doing more to involve parents in schools. The role of

schools is also changing in many countries as social contexts become more diverse. While acknowledging the value of diversity, teachers must also be capable of integrating students with migrant backgrounds or special learning needs (OECD, 2010b). No matter how good initial training can be, it cannot prepare teachers to succeed every challenge throughout a career (Schleicher, 2012; 2014). Countries need an integral perspective of the overall teacher's career to help teachers *develop* (through initial teacher education, induction and professional development), *improve* (through teacher appraisal practices) and *grow* (through career steps) during their careers.

Supporting teachers to successfully develop through quality initial training can provide them with useful foundations to capitalise further learning throughout their careers. Most OECD countries make academic subject content and pedagogical as well as educational science studies a mandatory part of initial teacher training (OECD, 2014a). Students in many countries also have to attend courses on child development studies and research skills. A large majority of OECD member states has set three to four compulsory content categories, and in about one-third of countries, including Austria, Ireland, Luxembourg and Spain, all five categories are mandatory. Only in few (*e.g.* Chile and the Netherlands), all decisions are left to the institutions. Furthermore, a teaching practicum of varying duration is a compulsory part of initial training in almost all OECD countries.

Induction programmes at the beginning of the teachers' careers can also bring long-lasting benefits for education systems. More immediate benefits include strengthening and fostering the new teachers' confidence to share their new ideas and enthusiasm in schools, or preventing teachers from leaving the profession within the first few years. Positive experiences at the beginning of the teachers' careers can also improve the teachers' longer-term effectiveness later on (OECD, 2005). Induction programmes exist in around two-thirds of OECD countries. At least 15 OECD countries have mandatory teacher induction programmes, such as England (United Kingdom), Estonia, Japan, Korea, Mexico and Scotland (United Kingdom) (*cf.* Annex 1). Seven more OECD countries offer induction programmes at the discretion of schools, such as Australia, Belgium, Denmark and Norway (OECD, 2014a).

Teachers also need to benefit from an integral professional development system as they evolve in their careers. Research points that effective professional development needs to be ongoing, include training, practice and feedback, and provide adequate time and follow-up support. Successful programmes involve learning activities similar to those teachers will use with their students and encourage developing teacher learning communities. Professional development also needs to be linked to wider goals of school and system development, and be in accordance with appraisal and feedback practices (OECD, 2005; Schleicher, 2011). Professional development for teachers is compulsory at every level in about three-quarters of OECD and partner countries with available data, while few countries (*e.g.* Korea, Poland, Portugal and Spain) have made it mandatory for promotion or salary increase, and only Japan requires it for recertification (OECD, 2014a) (see also Annex 2a).

Teacher appraisal has as its main purpose to help improve teaching and thus the students' results (OECD, 2010a). Therefore, appraisal should always be formative. Teacher appraisal makes a judgement and/or provides feedback about teachers' competences and performance to help them identify how to improve. It typically aims to support teachers' professional development and/or career advancement, and also serves to hold teachers accountable for their practice. Teacher appraisal also provides opportunities to incentivise, recognise and reward effective teaching (OECD, 2013b). Evidence from TALIS shows that teachers feel that appraisals received have led to positive changes in their work. For example, more than six in ten teachers in this survey reported that appraisal led to positive changes in their teaching practices, and more than half reported that appraisal led to positive changes in their classroom management practices. While teacher appraisal can largely vary among countries, some of the most common approaches to teacher appraisal are: (1) appraisal for the completion of a probationary

period, (2) appraisal as part of performance management (e.g. registration, regular appraisal and promotion), (3) appraisal for reward schemes (OECD, 2013b) (see Annex 2b for country examples).

Finally, *career growth* to acknowledge and keep motivating teachers to improve can help retain and motivate quality teachers once these are hired. Retaining effective teachers goes beyond pay, according to the OECD Teachers Matter report (2005). Teachers need to feel challenged throughout their professional lives. At the same time, they need to feel they can gradually achieve their goals. This is particularly relevant for those in the middle stages of their careers (OECD, 2014d). Career prospects, career diversity, and giving teachers responsibility as professionals are also important elements in the decisions of those considering the profession (Schleicher, 2011). Careers should benefit from both salary increases and diversification of career structures. Such diversity can help meet schools' needs and also offer teachers more opportunity and recognition. Countries which have recently reformed their career steps include New Zealand and Australia (cf. Annex 2c).

Country examples:

- **Japan and Shanghai (China)** make use of collaborative mentoring and induction. In Japan, induction centres provide all new teachers with in-service training; they also observe other teachers in the classroom and receive feedback on their own lessons. In Shanghai, all new teachers take part in workshops, mentoring and peer observation. They also conduct group analysis of lessons and join teaching research groups with experienced teachers. Outstanding new teachers can be recognised through district competitions (OECD, 2012).
- **Canada:** In Ontario, the teacher performance appraisal system has two components: one for new teachers and the other for experienced teachers. Appraisal for new teachers is linked to their mandatory year-long induction programme (NTIP) with orientation elements, mentoring by experienced teachers and professional development. Experienced teachers must develop and review their professional development plan (ALP) which is part of their appraisal process. Generally, teachers' performance is assessed by their principal in relation to competences pre-defined at the central level. Both new and experienced teachers with development needs or unsatisfactory ratings receive instructions on ways to improve their classroom performance (Improvement/Enrichment Plan) (OECD, 2009a; 2014b).
- **Australia:** Australia has introduced several policies aiming to provide improvement and coherence to the teachers' career. For example, the Australian Charter for the Professional Learning of Teachers and School Leaders (2013) aims to promote improvement throughout teaching careers. Additionally, the Australian Professional Standards for Teachers (2013) aim to provide guidance of teacher quality during the different professional stages related to teachers' careers (accreditation/ provisional registration, registration/renewal and certification, as well as performance and development), and define stages of improvement (graduate, proficient, highly accomplished, lead) (AITSL, 2014).
- **New Zealand:** The country will introduce four new roles in 2015 within schools to improve achievement for all students: executive principal, expert teacher, lead teacher and change principal. These roles will aim to provide teachers with opportunities for advancement within the classroom and embed a system-wide means of sharing expertise across schools. Each role will involve additional remuneration for a fixed term (apart from Lead Teachers, which are permanent roles) and aims to help recognise the most effective teachers and principals. The roles are to be underpinned by professional standards. Also, all schools will be given additional funding to provide classroom release time for teachers to work with the expert and lead teachers on professional practice (OECD, 2014b).
- **Singapore:** Teachers are offered different career pathways. After three years of teaching, teachers are assessed annually to determine the most suitable track: master teacher, curriculum specialist,

researcher or school leader. Prospective leaders are trained to prepare them for their new roles. Each track has salary increments (Schleicher, 2012).

C) Improving conditions for teaching in all schools also matters

- **Data highlights for Chile:** Teachers in Chile work 1 103 hours a year in primary and secondary education, well above the respective OECD averages of 782 hours in primary, 694 hours in lower secondary and 655 hours in upper secondary education (OECD, 2014a). Teachers reported in TALIS working 29 hours a week which, according to their reports, include 27 hours spent only on teaching. This leaves little time to other activities, such as planning lessons, teacher collaboration or marking/correcting student work. Chilean teachers earn around 77% (upper secondary education) of other tertiary-educated full-time workers earnings, compared to an OECD average of around 92%. At the same time, more than half of Chilean lower secondary teachers (54.6%) work in schools with more than 30% of socio-economically disadvantaged backgrounds, below the TALIS average of 19.6%. Unlike teachers in most other countries in TALIS, teachers from Chile with higher educational attainment are more than 50% less likely to work in schools with more socio-economically disadvantaged students (OECD, 2014c). Chile also showed one of the largest disparities among participating countries in PISA in the equity of resource allocation between schools: 62% of disadvantaged students and 88% of their advantaged peers attend a school where learning is not hindered by a lack of adequate learning materials (OECD average of 78% and 83%) (OECD, 2014e).

High performing school systems allocate high-quality human and material resources more equitably among socio-economically advantaged and disadvantaged schools to better support teaching and learning (OECD, 2014e). Effective teachers are particularly important for disadvantaged schools and their students. They can help close achievement gaps between advantaged and disadvantaged students, and help low performing students catch up (OECD, 2012).

The costs of attracting and keeping teachers in schools need to be set against benefits such as lower staff turnover, improved morale, and new skills and knowledge. Many OECD countries have implemented financial and other kind of incentive packages to attract high quality teachers into the profession. Salary increases and other types of financial additional payments are often cited as factors for ameliorating unattractive working conditions. Teachers may perceive incentives as a reward for more challenging work or as offset to changes in the overall labour market. For example, many countries provide substantial salary allowances for teaching in difficult areas, transportation assistance to reach remote areas, or additional payments for specialised skills to help ensure all schools are staffed with teachers of similar quality (Schleicher, 2012).

Other kinds of incentives may apply to retain teachers, such as balancing teaching hours (cf. Annex 3). Teaching hours and intended instruction time offer insights into the demands placed on teachers, and may influence the attractiveness of the profession. Countries differ in the number of hours of total compulsory instruction time in primary and secondary education (OECD, 2014a). In countries such as Greece, Iceland and Portugal, long service is rewarded by reduced teaching hours. In Portugal, teachers may receive a salary increase and a reduction in teaching time if they carry out special tasks or activities, such as educating student teachers and providing guidance counselling (OECD, 2014b).

Matching teacher demand to supply is always a complex challenge, but teacher shortages and high turnover of staff can be most felt in schools that are already disadvantaged. Research into teacher preferences for schools finds that the least favoured schools tend to be in rural, remote settings and schools with higher proportions of disadvantaged children and children from ethnic and minority-language backgrounds (OECD, 2005). Students in these schools tend to have the least-experienced and least-qualified teachers (OECD, 2005; 2013a). In high-performing school systems such as Singapore or Belgium (Flemish Community), teachers with higher education levels are more likely to work in more challenging schools, such as linguistically diverse schools. In Flanders, these teachers are also more likely to teach in schools larger populations with special needs, or high proportions of students with disadvantaged backgrounds (OECD, 2014c).

Country examples:

- **Poland** made higher salaries a priority and increased wages by 50% between 2007 and 2013.
- **Estonia** provides financial incentives for teachers to work outside more advantaged urban regions. For instance, new teachers are offered an allowance of more than EUR 12 750 during the first three years of teaching to encourage them to work in small towns and rural areas (OECD, 2014b).
- **Korea:** offers multiple incentives to teachers working in high-need schools. These include additional salary, smaller class size, less instructional time, additional credit towards future promotion to administrative positions and the possibility to choose their next school (OECD, 2012).
- **Australia:** All teachers in Queensland need to spend part of their service in rural and remote communities. The state government provides financial incentives under the Remote Area Incentive Scheme (RAIS) to keep teachers in these areas longer than the minimum required duration RAIS compensates travel costs and offers financial and other benefits (such as additional entitlement to emergent leave) (Queensland Government, 2014).
- **Singapore:** Singapore has a single system and teachers are centrally assigned. There are no major excesses in supply of teachers of some subjects or in demand in other subjects because Singapore carefully projects its manpower needs in every sector and allows only the number of slots in teacher preparation programmes that will be needed in the future teaching force. In 2001 when it found a possible shortage problem as mathematics and science teachers saw more lucrative career opportunities in the private sector, Singapore added the CONNECT programme as an incentive to remain in teaching. There are no “hard-to-staff” schools because teachers are assigned where they are most needed, resulting in a mix of less and more experienced teachers in every school (OECD, 2009b).

3. Reflections for Chile: A strong teaching profession requires a clear, coherent and engaging view of it as a whole.

- High performing countries privilege teacher quality over teacher quantity. Providing teachers and society with a clear, coherent and engaging perspective of what is expected from teachers throughout their professional teaching careers is essential for Chile, both to attract quality candidates into the profession and to bring the best out of teachers already in the work force.
- Raising the bar and including quality assurance mechanisms can help improve the quality of the candidates entering the teaching profession in Chile. At the same time, Chile could benefit from expanding the pool of possible teacher candidates, either at the end of their studies, or as career conversion.
- While Chilean teachers need to feel challenged during their careers, they also need to have visibility on what their goals should be, and have a sense of how they can gradually achieve them. Together, appraisal, development and career growth help answer three essential questions for Chilean teachers: (1) What do I need to improve? (2) How can I improve? (3) Why do I want to improve? These elements should always be considered together, as part of a virtuous circle that leads to teacher improvement.
- Teaching conditions, such as salaries, workload and the support received at schools also matter. High performing education systems ensure equity in the distribution of human and material resources among all schools. From human resources, effective teachers are the most valuable asset to close achievement gaps. Chile needs to consider the cost of bringing and retaining these teachers at schools, against the benefits they can bring to these schools and to improving the overall Chilean education system.

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Annex 1. Initial teacher education and entry into the profession in selected OECD countries, lower secondary education, public institutions

	Chile	Australia	Finland	Ireland	Japan	Korea	Netherlands	Scotland
Level of degree awarded	Bachelor	Bachelor, Other	Master	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor
Selective criteria to enter initial teacher education	No	Yes, grade point average	Yes, competitive exam, grade point average and other	Yes, grade point average, interview and other	Yes	Yes, competitive exam, standardised test, grade point average and interview	No	Yes, grade point average and interview
Selective criteria to progress in initial teacher education	No	No	n/a	No	n/a	n/a	No	Yes, interview
Graduates can start teaching directly	Yes	No	Yes	Yes	No	No	Yes	Yes
New teachers become fully qualified/civil servants directly	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Additional requirements to start teaching	n/a	n/a	n/a	Probation period (4.8 months), other	n/a	n/a	n/a	Credential or license, probation period (10 months)
Formal induction programme	Not offered	Discretion of schools	Not offered	Mandatory, 12 months, completion required to obtain license/credential	Mandatory, 12 months, organised in collaboration between school and teacher education institution/ministry	Mandatory, 0.25 months	Not offered	Mandatory, 10 months, completion required to obtain license/credential, organised in collaboration between school and teacher education institution/ministry
Alternative ways into teaching	No	m	Yes	No	Yes	No	Yes	No

Source: OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris.

Notes: m: missing; n/a: not applicable

Annex 2a. Teachers' professional development

	Chile	Australia	Finland	Ireland	Japan	Korea	Netherlands	Scotland
Requirements	Compulsory for promotion or salary increase	Compulsory for all teachers	Compulsory for all teachers	No requirement	Compulsory for all teachers and for recertification	Compulsory for promotion or salary increase	Other	Compulsory for all teachers
Minimum duration required	m	m	30 hours/year	n/a	231 hours/year (30 hours/10 years for recertification)	90 hours	n/a	35 hours/year
Role of teacher in decision	Teacher decides in full autonomy	m	Teacher proposes activities	n/a	Teacher proposes activities	Teacher proposes activities	n/a	Teacher proposes activities
Costs subsidised/ shared by the government	Partially	m	Totally	n/a	Partially	Partially	n/a	m
Participation cost covered	Never	m	Totally	n/a	Partially (never for recertification)	Totally	n/a	m
Paid leave of absence	Sometimes	m	m	n/a	Never	Sometimes	n/a	m
Separate school budget allocated	Yes	m	m	n/a	Yes	No	n/a	m

Source: OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris.

Notes: m: missing; n/a: not applicable

Annex 2b. Teacher appraisal mechanisms and consequences in selected OECD countries

	Chile	Australia	Canada	Finland	Japan	Korea	Netherlands	New Zealand	Scotland
Performance management: appraisal frameworks offered for...	Regular appraisal	RA R	RA PD Prob	Performance management	Performance management	PD Prom	Regular appraisal	RA R	Prob R
Circumstances and frequency of appraisal	Mandatory periodic	RA: annual R: mandatory periodic time	RA and PD: mandatory periodic Prob: in relation to decision on employment status	Practices are agreed at the local level	Mandatory periodic	Mandatory periodic	Mandatory periodic	RA: mandatory periodic R: mandatory non-periodic	Mandatory periodic
References used for appraisal	National standards	RA: teacher standards + individual goals, R: national standards	RA and PD: description of teacher duties Prob: provincial standards	Goals/content of national curricula and school development plan	central and regional standards, duty description	Description of teacher duties	National standards	National standards	Central standards, description of teacher duties, school development plan
Consequences for CPD	Yes, systematic development plan	Yes, systematic development plan	Yes, expected to influence CPD	Yes	Yes	PD: yes, development plan Prom: no	Yes, expected to result in systematic development plan	Yes, expected to influence CPD	Yes
Impact on career advancement	No	RA: no R: yes, employment as a teacher	RA: no PD: yes, results influence the speed of advancement, Prob: yes	n/a	Yes, results influence the speed of advancement	PD: no Prom: yes, decision on promotion	Varies	RA: results influence the speed of advancement R: progression to registered teacher status	No
Impact on remuneration	Yes, if second satisfactory appraisal	RA: varies R: no	No	Yes, pay allowance for good performance	Yes, base salary and pay allowance	No	Varies	Yes (progress on salary scale)	No
Other rewards	None	RA: none R: full registration	RA and PD: none Prob: recognition, learning opportunities	Individual development plan	Yes, changes in work responsibilities	PD: sabbatical, extra CPD Prom: none	Yes, changes in work responsibilities, extra CPD	None	Yes, research and study opportunities, extra CPD, changes in work responsibilities

Source: OECD (2013), *Teachers for the 21st Century: Using Evaluation to Improve Teaching*, OECD Publishing, Paris.

Notes: CPD = continuing professional development
 PD = appraisal for professional development
 R = appraisal for registration
 RA = regular appraisal
 Prob = appraisal for probation
 Prom = appraisal for promotion

Annex 2c. Teacher career paths/opportunities in selected OECD countries

	Chile	Australia	Canada	Finland	Japan	Korea	Netherlands	New Zealand	Scotland
Career pathways	No	Different steps linked to professional standards, the higher of which are used to certify outstanding teaching: 1) Graduate 2) Proficient 3) Highly accomplished 4) Lead	Ontario, Canada: possibility of applying for additional qualifications and of becoming Certified Teachers	Professional autonomy over classrooms and working conditions	Multiple steps: teacher, head teacher, principal; each with multiple salary grades based on performance and experience; professional autonomy over instruction	Teacher certification; starting teachers begin at grade level 2 and may advance to grade 1 through in-service training (certificates), advancement to vice principal and principal is also possible (but rare)	Introduction of teacher registration (dependent on CPD); "functions mix" policy allows promotion based on differences in teacher competences and performance	4 professional steps to be introduced in 2015: 1) executive principal 2) expert teacher 3) lead teacher 4) change principal	Professional standards: full registration, career long professional learning, leadership and management; Framework for Educational Leadership
Academic training and research	No			Teachers combine the roles of researcher and practitioner; requirement to write a research-based Masters thesis			Academic teacher training available as a means to address shortages		Scottish Masters Framework for professional learning at Masters level
Educational leadership programmes/resources	No	Australian Institute for Teaching and School Leadership (AITSL) (2010)	Ontario, Canada: Institute for Education Leadership					National Aspiring Principals Programme (NAPP), First-Time Principals Programme (FTP)	Scottish College for Educational Leadership (SCEL) (2014)

Sources: New Zealand Government (2014), *Educational Leaders*, <http://www.educationaleaders.govt.nz/>; NNSTOY/Pearson (2013), *Creating Sustainable Teacher Pathways: A 21st Century Perspective*, http://www.pearsonk12.com/content/dam/ped/penak12/US/PearsonK12/images/CSTCP_21CI_pk_final_web.pdf; OECD (forthcoming), *Education Policy Outlook: Making Reforms Happen*, OECD Publishing, Paris; OECD (forthcoming), *Teacher Remuneration in Latvia: An OECD Perspective*, OECD Publishing, Paris; Scottish Government (2014), *Teaching Scotland's Future*, <http://www.teachingscotlandsfuture.org.uk/>; Toledo Figueroa, D. (2013), "Innovative Teaching for Effective Learning: Background Document: How is Pedagogical Knowledge Codified in the Teaching Profession?", [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/CERI/CD/RD\(2013\)6&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/CERI/CD/RD(2013)6&docLanguage=En).

Annex 3. Teacher working conditions in selected OECD countries, lower secondary education, public institutions

	Chile	Average	Australia	Canada	Finland	Japan	Korea	Nether-lands	New Zealand	Scot-land
Class size, EAG 2014	31	24	23	m	20	33	34	m	m	n/a
Net teaching time (hours per school year), EAG 2014	1 103	694	809	747	589	602	568	750	848	855
Time spent on lesson preparation, TALIS 2013	5.8	7.1	7.1	n/a	4.8	8.7	7.7	5.1	n/a	n/a
Hours spent teaching, TALIS 2013	26.7	19.3	18.6	n/a	20.6	17.7	18.8	16.9	n/a	n/a
Average compulsory instruction time in hours, 2014, EAG 2014	1 062	905	1 015	921	844	895	842	1 000	m	n/a
Total statutory working hours, EAG 2014	1 971	1 649	n/a	n/a	n/a	1 891	1 520	1 659	n/a	1 365
Percentage of teachers working full-time, TALIS 2013	68.5	82.4	84.3	n/a	94.2	96.2	99.3	43.4	n/a	n/a
...Reasons given for working part-time: "There was no possibility for working full-time", TALIS 2013	64.2	47.8	10.1	n/a	44.8	(32.8)	(36.3)	13.0	n/a	n/a
Percentage of teachers permanently employed, TALIS 2013	62.9	82.5	87.4	n/a	76.9	80.1	82.6	84.0	n/a	n/a
Salaries compared to tertiary-educated FT workers (25-64), 2012, EAG 2014	0.73	0.88	0.93	1.05	0.97	m	1.36	0.82	1.06	0.83
Salary per hour of net contact time (15 years' experience), 2012, converted USD, EAG 2014	22	59	64	78	72	79	88	91	53	52
Ratio top to starting salary, 2012, EAG 2014	1.84	1.61	1.40	1.57	1.30	2.20	2.79	1.73	1.53	1.60
Percentage of certified teachers in the school, PISA 2012	19.5	87.0	97.8	96.7	91.5	99.9	99.6	79.7	95.5	n/a
Percentage of mathematics teachers with ISCED 5A in the school, PISA 2012	55.3	59.0	62.8	63.5	63.5	m	72.2	16.9	59.0	n/a
Average years of working experience as a teacher, TALIS 2013	15.1	16.2	16.7	n/a	15.5	17.4	16.4	15.7	n/a	n/a
Average years of working experience in other education roles, TALIS 2013	6.3	2.7	1.8	n/a	1.2	0.6	0.9	3.3	n/a	n/a

Sources: OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris; OECD (2013), *PISA 2012 Results: What Makes a School Successful? Resources, Policies and Practices* (Volume IV), OECD Publishing, Paris; OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, OECD Publishing, Paris.

Notes: m: missing; n/a: not applicable