### PROJECT BRIEF:

# OECD TEACHERS' PROFESSIONAL LEARNING (TPL) STUDY



#### Rationale

The OECD Teachers' Professional Learning (TPL) Study expands the scope of the OECD Initial Teacher Preparation (ITP) Study (2016–2018), to explore the entire continuum of teachers' professional learning from initial teacher education to the first years in teaching and beyond.

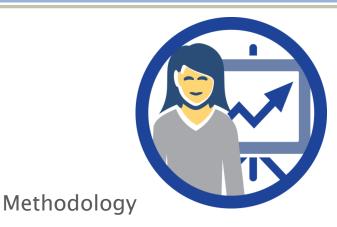
## Objectives

The Study examines the **policy environments** that support the **professional growth of teachers** by exploring common strengths, challenges and innovations in participating countries/economies. In an effort to improve the evidence base, the Study examines research, policies and practices related to **initial teacher education**, the **first years in teaching** and **continuing professional learning** in its various forms.

# Scope

Participating countries can choose to participate in one or both of two strands:

- 1. Initial teacher preparation (ITP): This strand focusses on six themes in ITP following the OECD Teacher Education Pathway framework to explore how countries:
- 1. Attract the most suitable candidates into ITE
- 2. Select the most suitable candidates into ITE
- 3. **Equip** prospective teachers with knowledge and skills
- 4. **Deliver** ITE programmes effectively
- 5. Certify, Select and Hire new teachers
- 6. Support beginning teachers.
- **2. Continuing professional learning (CPL)**: This strand explores policies that support teacher's continuing learning, focusing on five analytical dimensions:
- 1. **Motivation**: What motivates teachers to engage in CPL?
- 2. Access: How are barriers to access CPL alleviated?
- 3. **Provision**: How and by whom is CPL provided?
- 4. **Content**: How are CPL contents selected to match needs?
- 5. **Quality**: How is the quality of CPL ensured?



The TPL Study's methodology builds on the ITP Study and was discussed and refined at a launch meeting, 27–28 June 2019:

- Desk-based research: taking stock of the research evidence on ITP/CPL and existing TALIS, PISA and other data
- Self-evaluation: a focused Country Background Report prepared by each country prior to the diagnostic visit
- Country visit: An OECD team (incl. international experts) conducts interviews of stakeholders over 5 days using a SWOT policy diagnosis approach
- Workshop or webinar on initial findings are presented for discussion at the end of the visit
- National diagnostic report: The findings of the visit are published in a diagnostic report (20–30 pages) and may be shared on *Teacher Ready!*, a web-based interactive platform featuring SWOT findings, case studies and other material from countries participating in the Study

#### **Timeline**

- Launch meeting of the Study, 27-28 June 2019
- OECD country visits: Early 2020 June 2021
- Presentations of initial findings to national stakeholder group by the OECD team at the end of each visit
- National diagnostic report: 2 months after country visit
- Final conference and report (tbc): June December 2021

Contact us for more information:

Deborah.Nusche@oecd.org