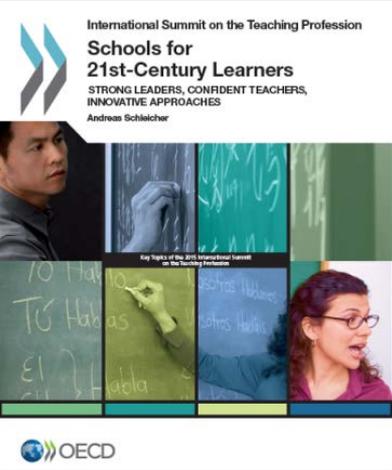


How do we foster innovation that has a positive impact on student learning

2015 International Summit of the Teaching Profession

Andreas Schleicher
Banff, 30 March 2015



International Summit on the Teaching Profession
Schools for 21st-Century Learners
STRONG LEADERS, CONFIDENT TEACHERS,
INNOVATIVE APPROACHES
Andreas Schleicher

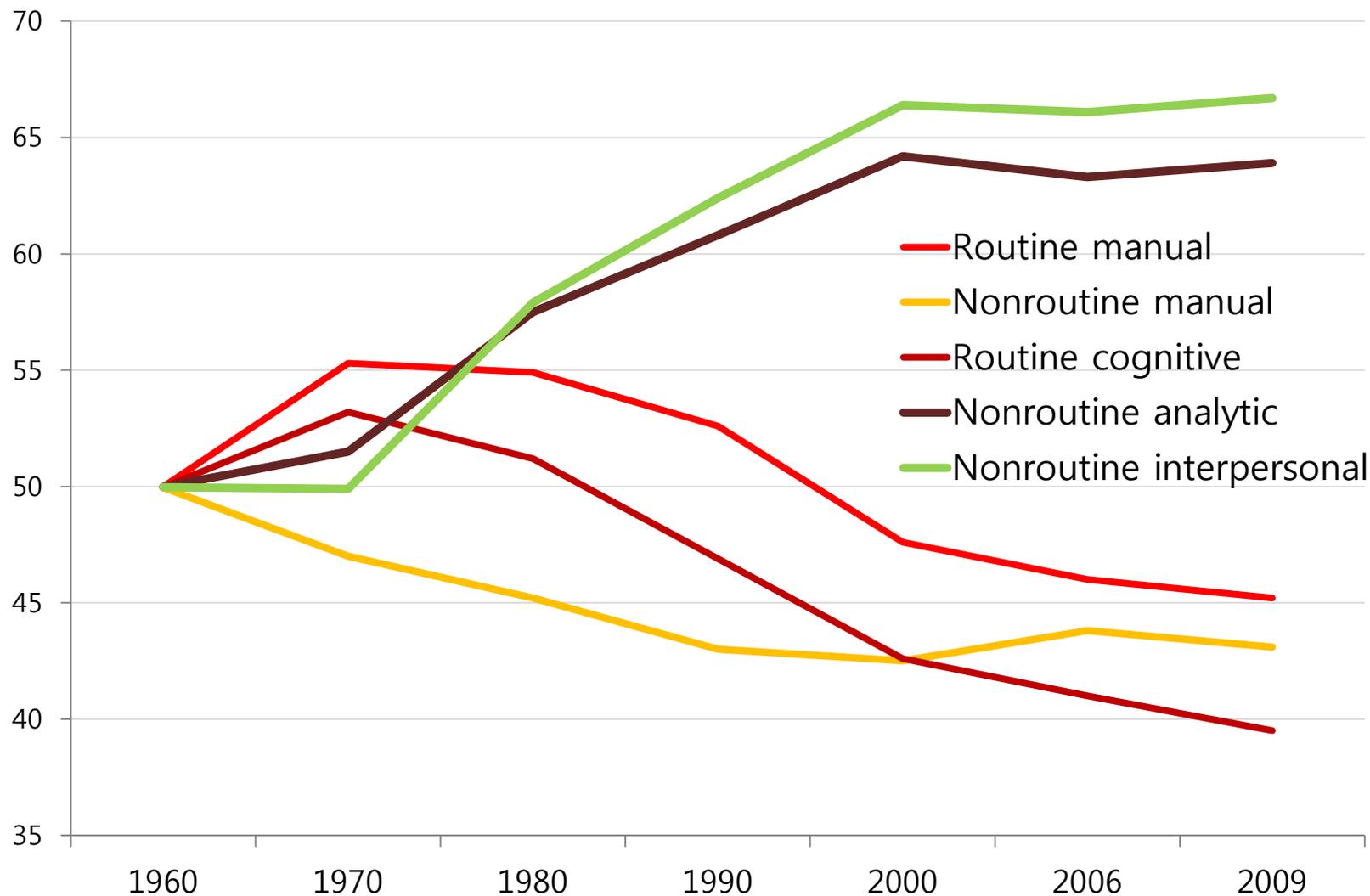
10 Habits of the 21st-Century Learner
on the Teaching Profession



Changes in the demand for skills

Trends in different tasks in occupations (United States)

Mean task input in percentiles of 1960 task distribution



Innovating to create 21st-century learning environments

Regrouping educators



- To gain the benefits of collaborative planning, work, and shared professional development strategies
- To open up pedagogical options
- To give extra attention to groups of learners

Regrouping learners



- To give learners a sense of belonging & engage
- Inquiry, authentic learning, collaboration, and formative assessment
- To mix students and formative assessment
- A prominent place for student voice & agency
- To widen pedagogical options, including peer teaching

- To allow for deeper learning
- To create flexibility for more individual choices
- To accelerate learning
- To use out-of-school learning in effective & innovative ways

Rescheduling learning

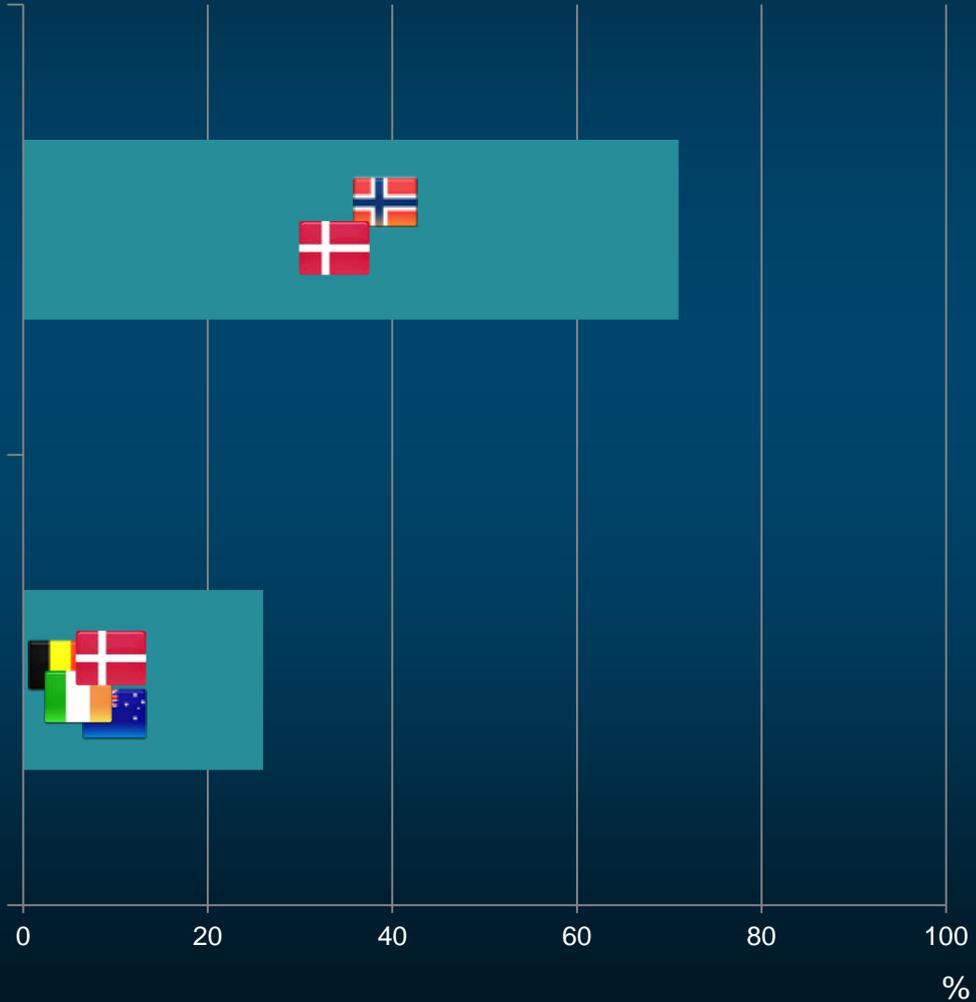


Percentage of lower secondary teachers (2008)

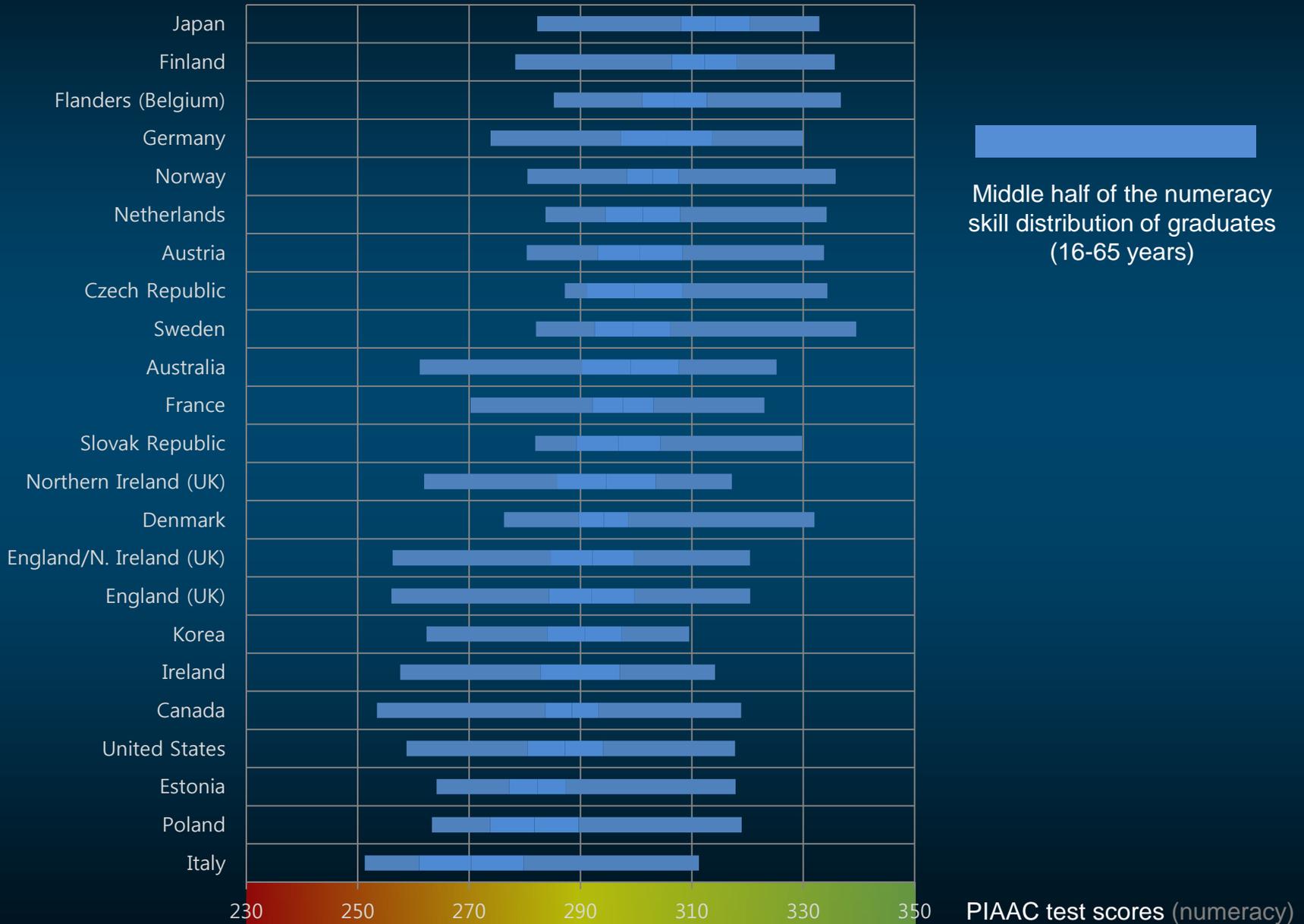
Average

Innovative practices will be considered in appraisal with high or moderate importance

If I am more innovative in my teaching, I will be rewarded



Teacher skills and graduate skills (numeracy)



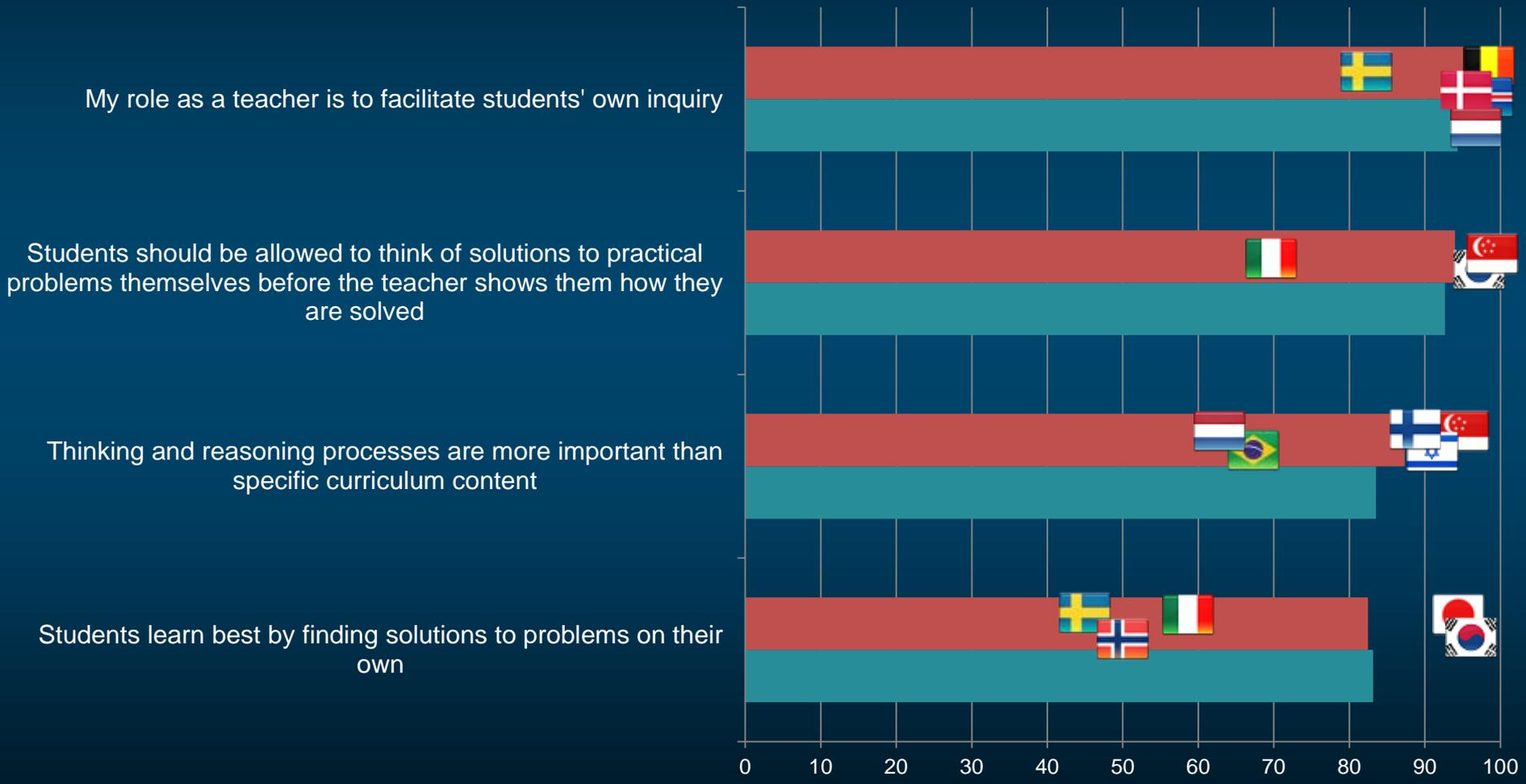
Teacher skills and graduate skills (numeracy)



Most teachers value 21st century pedagogies...

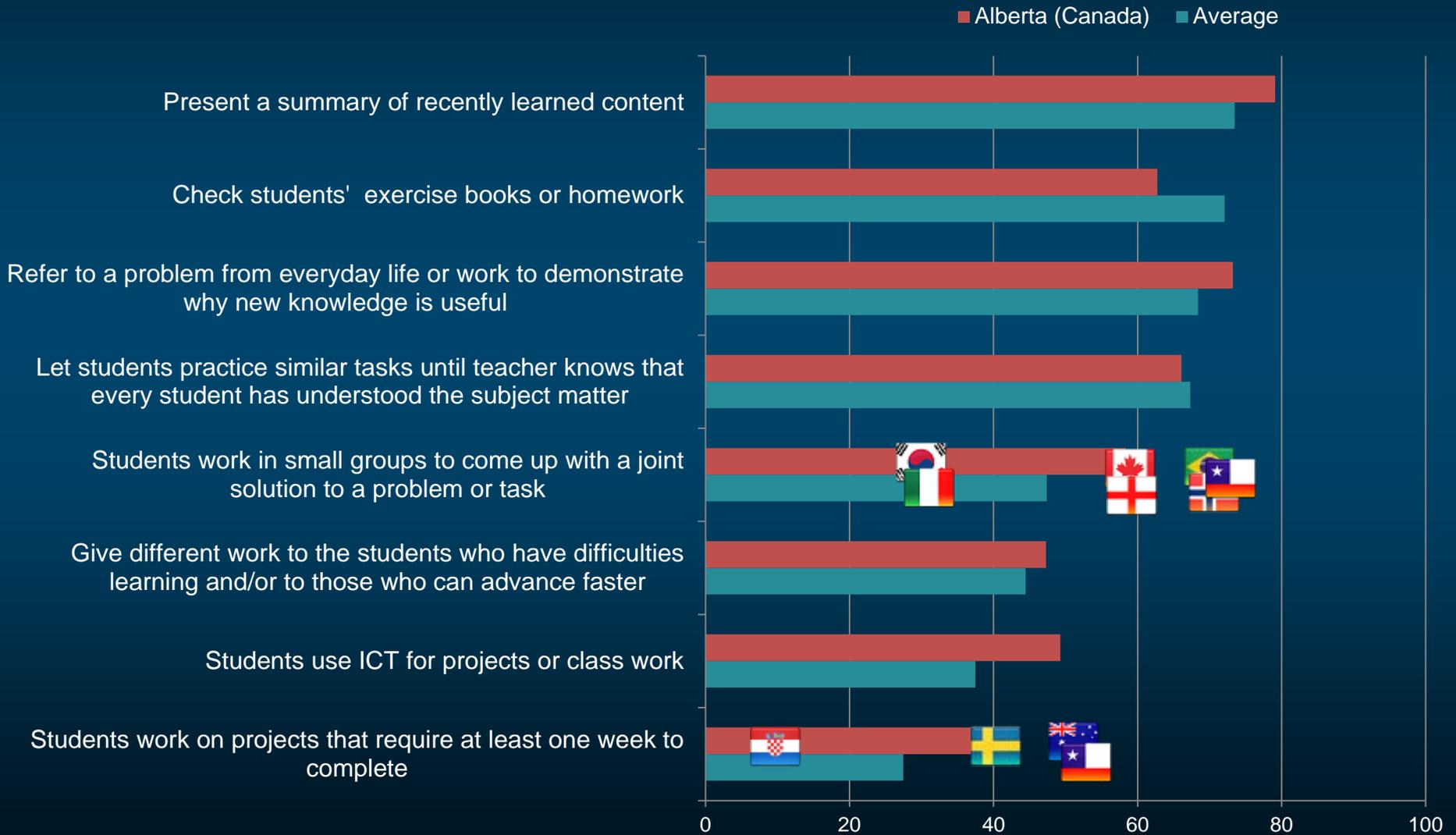
Percentage of lower secondary teachers who "agree" or "strongly agree" that:

■ Alberta (Canada) ■ Average

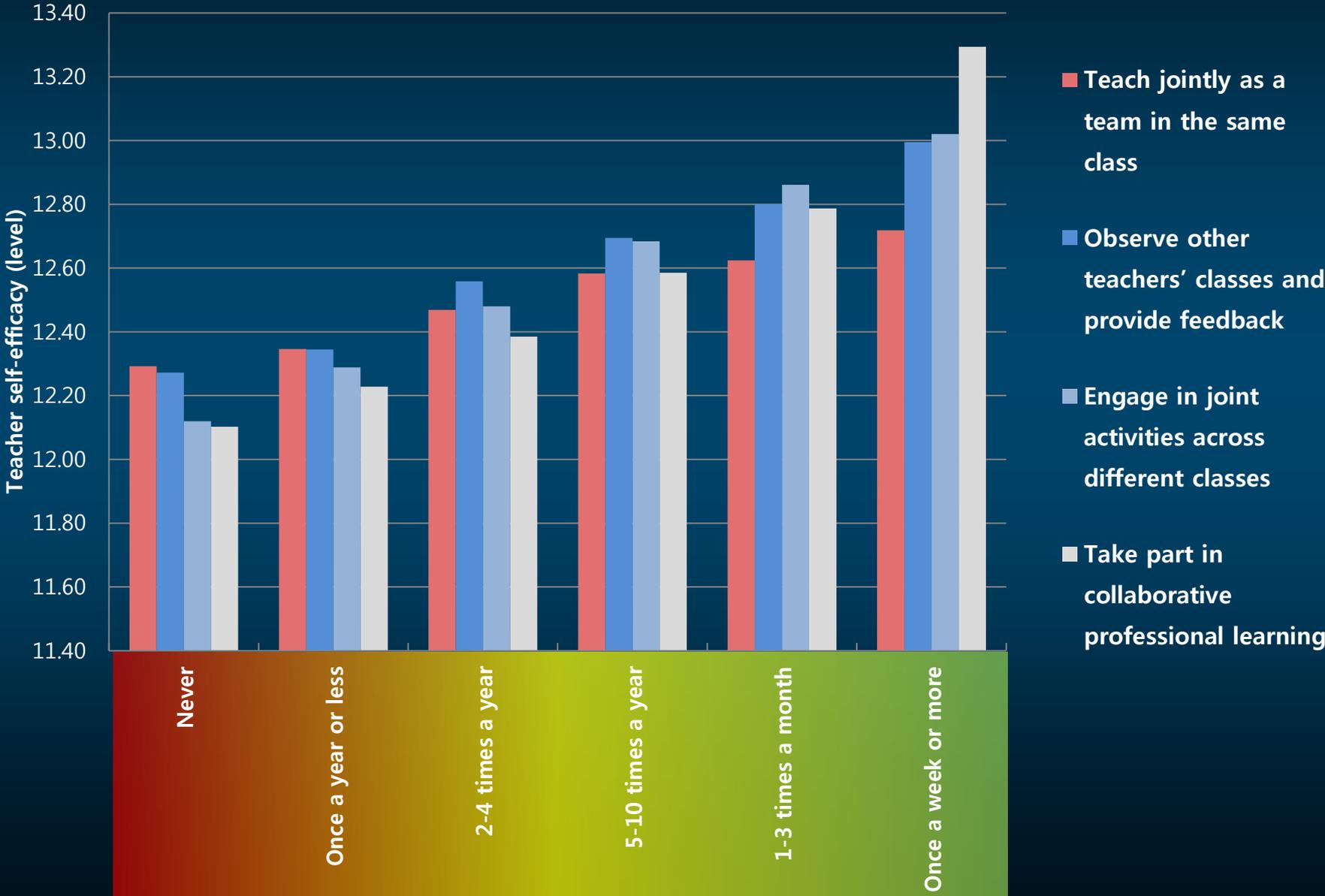


...but teaching practices do not always reflect that

Percentage of lower secondary teachers who report using the following teaching practices "frequently" or "in all or nearly all lessons"

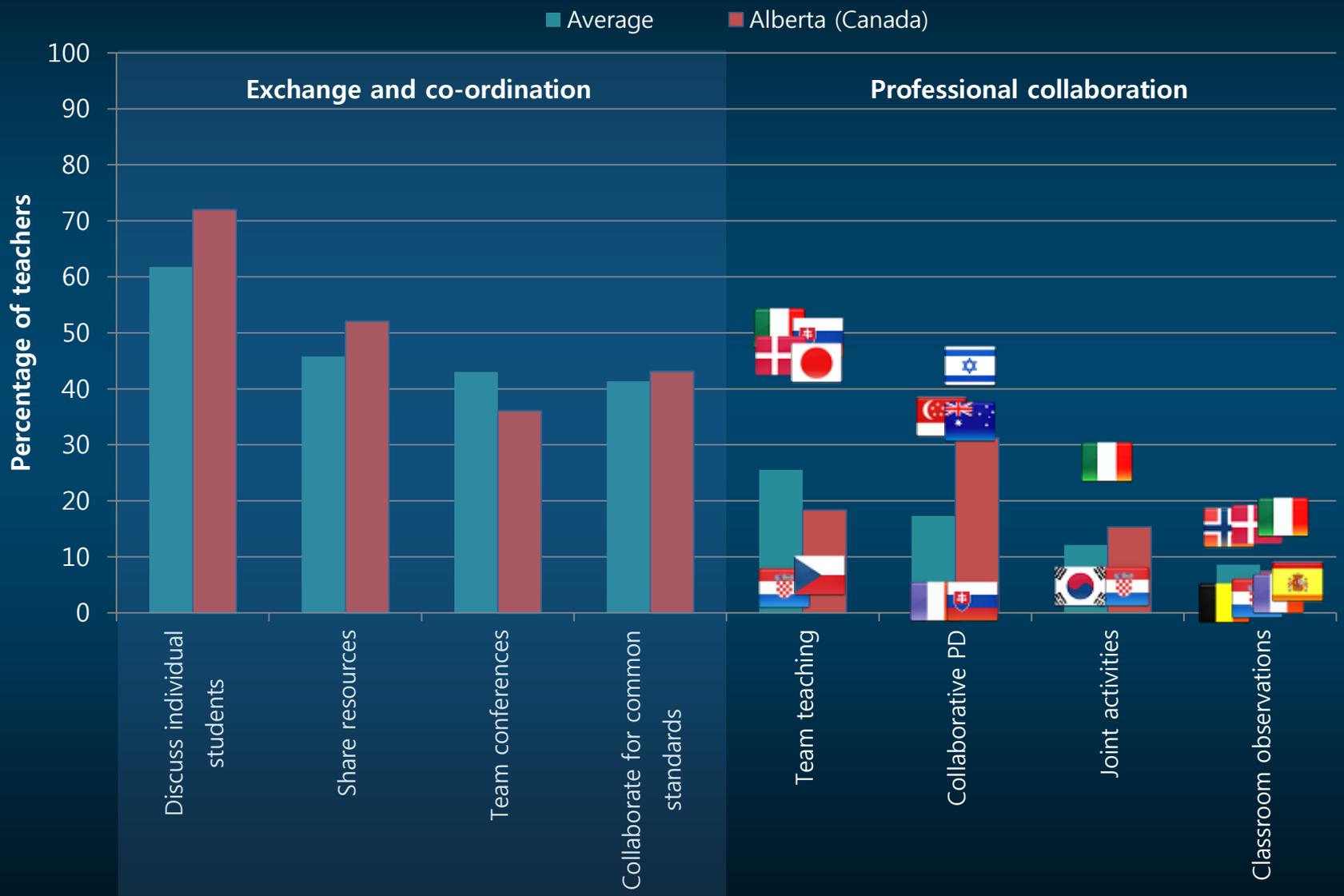


Teachers Self-Efficacy and Professional Collaboration



Teacher co-operation

Percentage of lower secondary teachers who report doing the following activities at least once per month



question survey context
condition opinion review
cause fact reason idea
sign
Feedback result
situation reply answer
record meaning relevance
response report
purpose summary sample

On average across TALIS countries,



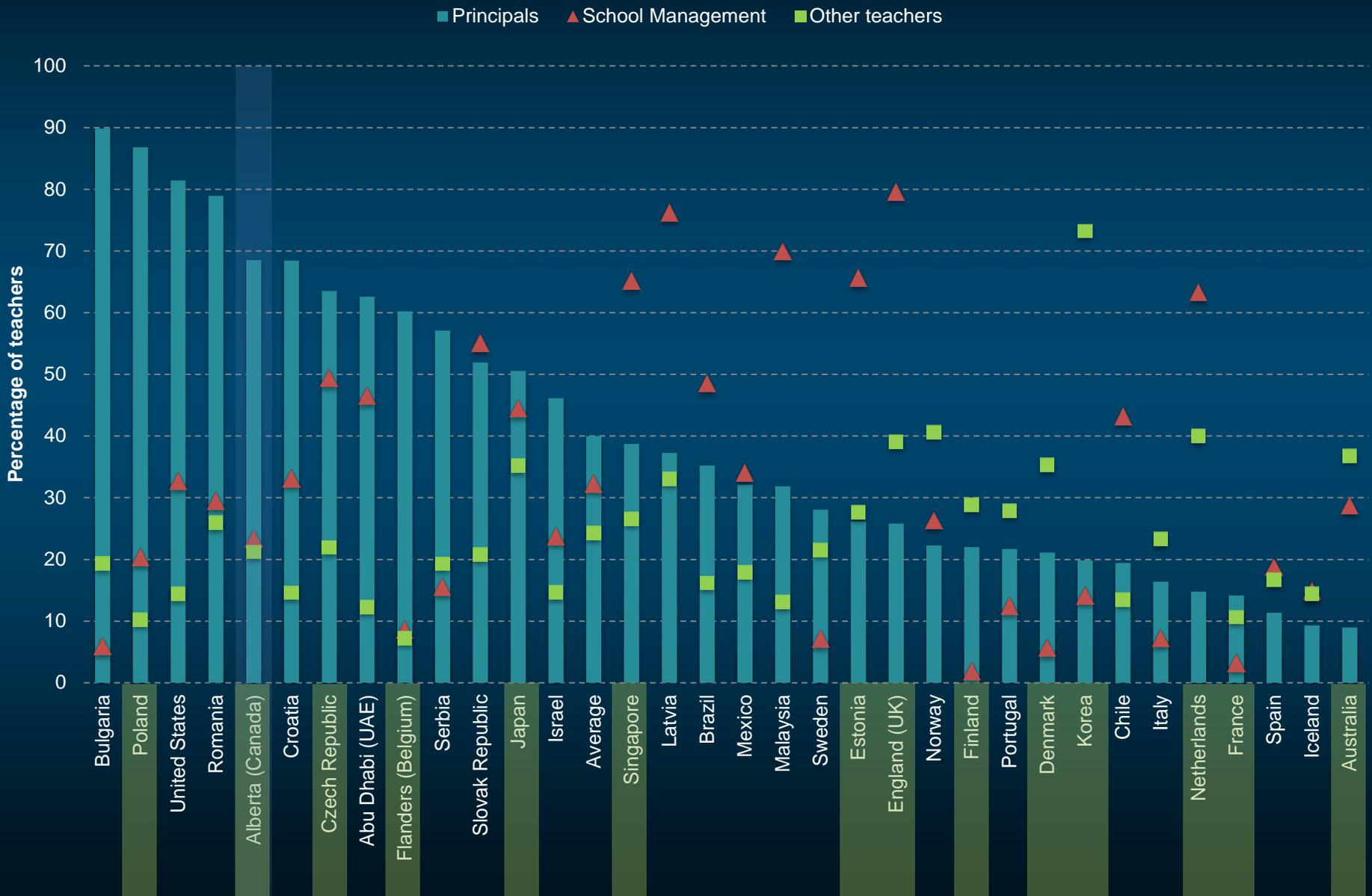
Just above half of the teachers report receiving **feedback** on their teaching from **one or two sources**



...and only one in 5 receive **feedback** from **three sources**.

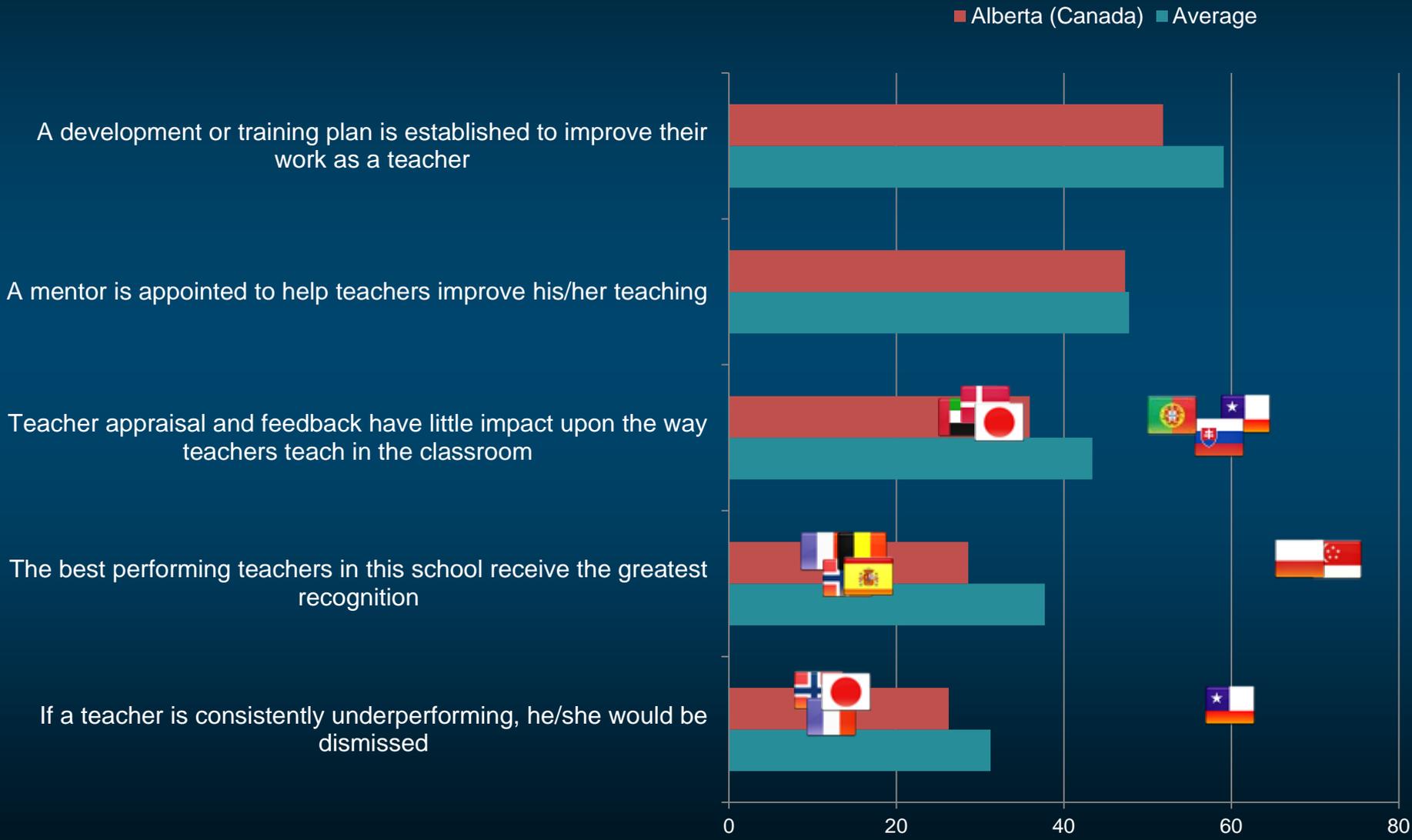


Teachers feedback : *direct classroom observations*



14 Consequences of feedback

Percentage of lower secondary teachers who "agree" or "strongly agree" that:



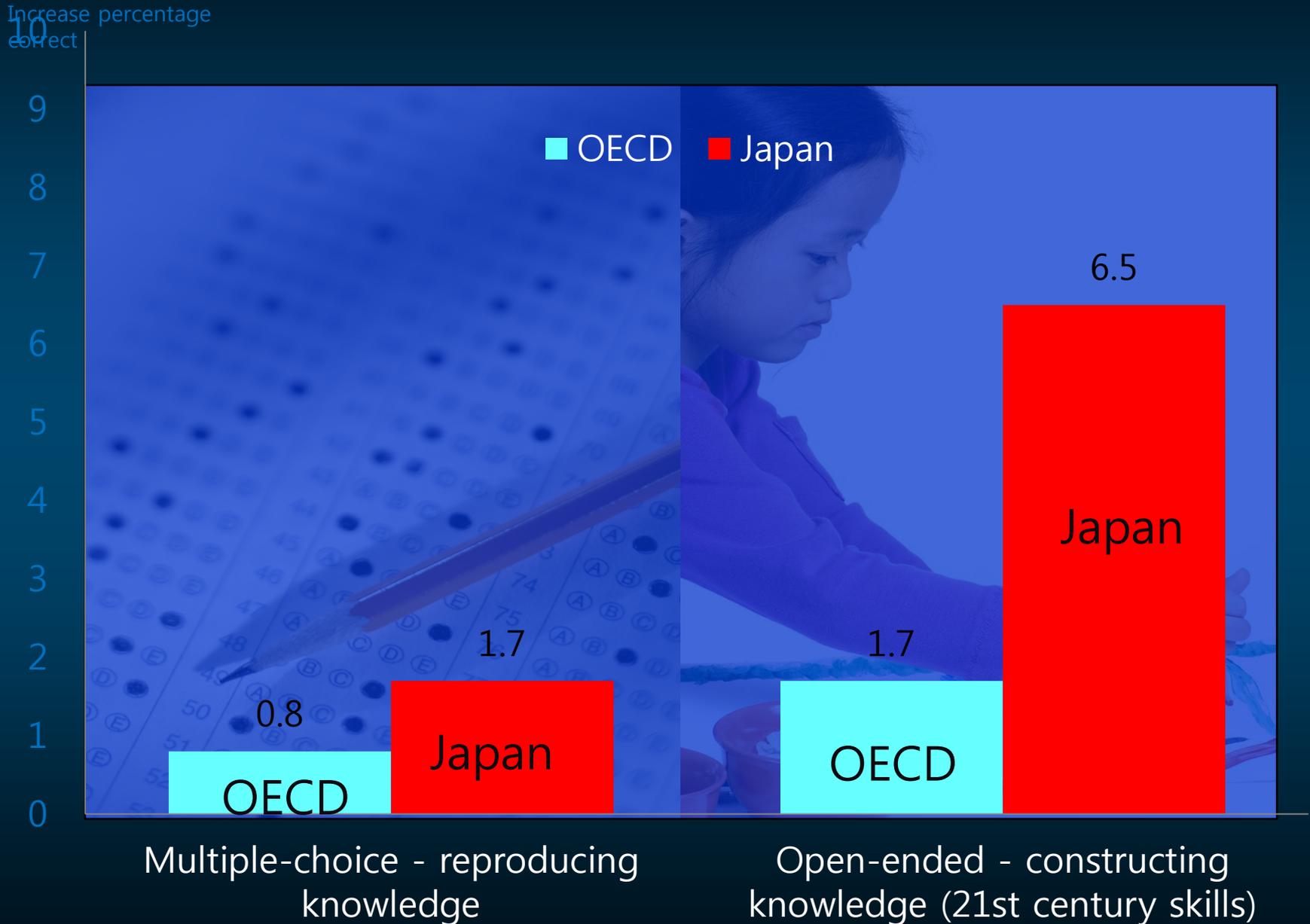


Regardless of the content, **over 3/4 of teachers** report that...



...the **professional development** in which they have participated has had a **positive impact on their teaching.**

Changes in instructional practice – PISA 2006-9



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- The complete micro-level database

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and remember:

Without data, you are just another person with an opinion