

Executive summary and main conclusions

The Teaching and Learning International Survey (TALIS) conducted by the OECD in 2007-08, has yielded a first¹ database on the working conditions of teachers at the lower secondary level and the learning environment of their schools. This report draws on the TALIS database to analyse teachers' professional development. The theme of teachers' professional development is emphasised by the Education Council in Council conclusions of 2005 and 2007 as part of wider framework of 16 core indicators for measuring progress towards the Lisbon Objectives in Education and Training.

As Chapter 1 explains, TALIS addresses themes that are directly relevant to the European Union's concern to further the quality and equity of education in Member States. The professional development of teachers is considered an important means of attaining this objective. EU policies in the area of professional development are inspired by analyses of the need to modernise teachers' initial education and continuous professional development, which stems from ongoing changes in the environment of education and training systems. These include the greater heterogeneity of student populations, teaching philosophies that emphasise independent learning, and the increased responsibilities of teachers as schools in many countries become more autonomous.

Policies regarding initial teacher education and continuous professional development are driven by research indicating the importance of teacher quality for improving student outcomes. EU Member States are responsible for the quality of their education and training systems, but the European Union stimulates and supports policies on teachers' professional development with the following aim:

- providing a *continuum of teacher education* to ensure the co-ordination of teachers' initial training, early career support and further professional development;
- stimulating *professional values* that encourage teachers to be reflective practitioners and innovative;
- making teaching an *attractive profession*, among others by means of recruitment, placement, retention and mobility policies;
- ensuring that teachers hold a *qualification* from a higher education institution that balances research-based studies and teaching practice;
- supporting teachers by offering *effective early career support and continuous formal and informal learning opportunities*;
- offering *high quality teacher education and continuous professional development* by supporting

¹ It is a first database, because more rounds of TALIS covering other levels of education are intended in the future.

professional development programmes and ensuring that teacher education institutions offer programmes that meet the evolving needs of schools, teachers and society at large;

- by offering opportunities for *school leadership*.

In more operational terms the EU's Education and Training 2020 Work Programme directly stimulates exchange of information, data and good practice through mutual learning and peer review.

In this ambitious context, the TALIS database helps to describe the state of play with respect to teachers' professional development in 18 EU, candidate and EEA countries, as well as in 5 countries outside the EU and aligned countries.

Chapter 2 takes a closer look at the research on teacher effectiveness. The performance-oriented perspective taken in this chapter is in line with the European Union's policy objective regarding professional development described in the previous chapter: to design teachers' professional development in such a way that the quality of teaching is enhanced and can, in turn, raise student achievement.

The chapter shows that the research evidence underlines the importance of overall teaching quality as a lever for improving student achievement. Yet, when it comes to specifying precisely which teacher and teaching characteristics determine teaching quality, there are many candidates. In the realm of teacher effectiveness (*i.e.* effectiveness that is due to specific characteristics and attributes of individual teachers), the chapter looks at formal qualifications and experience, knowledge of the subject matter, knowledge about teaching and learning, pedagogical content knowledge, teaching styles and competencies, and teacher beliefs. On most of these characteristics, the research evidence is rather mixed, often presents contradictory findings and, on average, shows relatively small effect sizes. Three of the teacher characteristics deserve particular attention. The first is pedagogical content knowledge, a very promising source of teacher competence which integrates knowledge of the subject matter and knowing how to teach it.

The second concerns teacher preference for either a more direct, structured approach to teaching or a constructivist approach. These two teaching philosophies are central to educational discourse and are often seen as competing. A less radical view might consider them as different teaching styles, to be adopted as the teaching context (phase of presentation of the subject matter, type of students, etc.) requires. Third, the concept of teachers' sense of self-efficacy is an interesting factor. Most studies have found a positive relationship between teachers' beliefs about their efficacy and student achievements in core academic outcomes. The concept underlines the importance of motivation in teachers' work.

In the area of teaching effectiveness (*i.e.* effectiveness that is due to specific ways of teaching), the distinction between constructivist and direct teaching strategies reappears. Research reviews and meta-analyses seem to indicate that both teaching approaches are important and deserve to be part of teachers' teaching repertoires. Important as well are curricular offerings, particularly the need to provide a good match between what is taught and assessed in achievement tests and examinations (opportunity to learn), learning time, and a positive classroom climate. The potential of formative and summative assessment and of performance feedback is increasingly emphasised and supported by research evidence as well.

Research evidence on teacher and teaching effectiveness shows which areas are important for teachers' professional development and the content of development programmes, both for initial teacher education and for continuous professional development.

Regarding teachers' professional development, the chapter draws attention to two important dimensions. The first is the distinction, also made in EU policy documents, between initial teacher education and "further" training, in the sense of early career support or induction programmes, in-service training, and continuous professional development that is not limited to specific courses and training environments but also involves thoughtful reflection on teachers' everyday practice.

The second dimension concerns the content of professional development. The basic idea is that teachers' professional development should improve teaching quality, which in turn should enhance student achievement. Hence, teacher and teaching effectiveness research is relevant to determining which teacher characteristics and teaching factors to focus on. Additional "content" is introduced for the professional development that is more or less integrated in everyday school practice and envisages a broader spectrum of teachers' functions, which emphasises their role as members of modern professional organisations along with their teaching role. Here, concepts such as the "reflective practitioner" or the "school as a learning organisation" are frequently mentioned and teachers' roles in "secondary" processes are emphasised. This additional emphasis on secondary roles is also promoted as part of the modernisation of the teaching profession. They include teachers as researchers, as receivers of feedback from colleagues, as innovators, as active colleagues, as collaborators of principals, and as manifesting what is sometimes called "teacher leadership". The emphases in this dimension of teachers' professional development are very much in line with human relations management (HRM) and human relations development (HRD) approaches. This broader view of continuous professional development, which views teachers as members of professional learning communities, has also been studied for its effect on student achievement. As the chapter shows, the effects are not yet entirely clear. For the subject at hand, these two dimensions – professional development to stimulate the primary process of teaching and learning and professional development in terms of new secondary roles in schools – provide alternative scenarios for prioritising the content of continuous professional development.

The substance of the TALIS survey represents fairly well the aspects of teachers' professional development addressed in the research literature:

- central variables are teachers' participation in professional development activities and their perceived impact of these activities;
- a broad range of topics that are dealt with in professional development activities, some

closer to subject matter mastery and didactics, others closer to the skills addressed in the HRD/HRM approach to teachers' continuous professional development;

- preferred teaching strategies, as they may relate to teachers' experienced need for and barriers to professional development;
- relevant characteristics of the school context, both objective background characteristics, such as school size, and more "policy-rich" factors, such as those concerned with educational leadership and evaluation and review activities;
- finally, descriptive teacher background characteristics, such as age, gender and experience, which may be associated with their attitudes *vis-à-vis* professional development activities.

The empirical evidence from TALIS bearing on these topics is presented in subsequent chapters.

Chapter 3 reviews the research evidence available prior to the TALIS study on the amounts, types and impact of professional development. Comparative quantitative data on the professional development of teachers is scarce at both the national and international levels. Studies by Eurydice (2003 and 2008) and the European Commission (2009) indicate the formal status of professional development as a professional duty or as optional. In many countries and regions, professional development is considered a professional duty for teachers. Yet, teachers are not explicitly obliged to engage in professional development activities in all countries and regions (Figure 3.1). For example, while professional development is considered a professional duty in France, Iceland, the Netherlands and Sweden, participation is in fact optional. In Luxembourg, Poland, Portugal, Slovenia, Slovakia and Spain, continuous professional development is optional, but clearly linked to career advancement and salary increases. In Luxembourg and Spain, teachers who enrol for a certain amount of training are eligible for a salary bonus. In Cyprus, Greece and Italy professional development is a definite obligation for newly appointed teachers.

The OECD study *“Attracting, Developing, and Retaining Effective Teachers”* (OECD, 2005) provides some information on the minimum legal requirements for teachers’ participation in professional development in terms of time. In countries with minimum requirements – Australia (some states), Austria, Belgium (Fr.), Finland, Hungary, the Netherlands, Scotland, Sweden, Switzerland and the United States (some states) – the requirement is most commonly five days a year but ranges from 15 hours a year (Austria) to 104 hours in Sweden. The OECD study also provides information on countries reporting mandatory induction programmes for new teachers: Australia (some states); England, Wales and Northern Ireland; France; Greece; Israel; Italy; Japan; Korea; and Switzerland.

In the cited EU and OECD studies no data are available on the time teachers actually spent on professional development or on the perceived impact of professional development activities.

The OECD and EU studies yield very general information about the support teachers receive for professional development (such as possibilities for participating in professional development during working time). In Belgium, the Czech Republic, Finland, Italy, Lithuania, Luxembourg, Portugal, Slovenia, Romania and the United Kingdom, teachers have the right to use a certain amount of paid working time for professional development activities (Eurydice, 2008). However, owing to a lack of substitute teachers and the cost of providing substitute teachers, teachers often are not able to participate in professional development activities during working hours.

In none of the studies mentioned is information available on teachers’ perceived professional development needs. With the exception of the study, *Levels of Autonomy and Responsibilities of Teachers in Europe* (Eurydice, 2008) and *Key Data on Education in Europe* (European Commission, 2009), the data are not very recent and need to be updated. Clearly, even in terms of a basic description of the state of affairs of training and professional development of teachers in Europe, the TALIS survey fills gaps in the knowledge base.

Chapter 4 presents the descriptive results regarding teachers’ professional development that emerge from the TALIS data set. The presentation of structure and content covers the same ground as Chapter 3 of the OECD report (OECD, 2009), but includes some new analyses. The chapter reviews current patterns of participation in professional development activities by lower secondary education teachers and examines the extent to which teachers’ demand for professional development is being met, how this varies according to the types of support teachers received, and what they perceive as hindrances to engaging in more than they do. Finally, it analyses the types of activities that teachers reported as having had the greatest impact on their development as teachers. The chapter thus sets out to answer questions about the amount of teachers’ professional development, the extent to which it meets their needs, and how it could be improved.

This provides the framework for a reiteration of key results and a discussion of what can be learned.

How much does the amount and profile of teachers’ professional development vary within and among countries?

The chapter first examined patterns of participation in professional development reported by teachers.

Key results

- The level and intensity of participation in professional development varies considerably among countries. Nearly nine in ten teachers take part in some sort of activity, but since the definition of professional development is broadly drawn, the fact that in some countries up to one teacher in four receives none is a source of concern.
- The strongest relation found between non-participation in professional development and teacher characteristics is the qualification level: teachers with lower qualification levels show relatively higher levels of non-participation

than teachers with higher qualification levels. This pattern is consistent across almost all participating countries. The non-participation rate also varies significantly by gender (higher non-participation rates among male teachers) and age group (higher non-participation rates among the youngest and the oldest teachers).

- Intensity of professional development varies across countries more than participation, with Korea and Mexico seeing teachers participating on average for over 30 days in 18 months, twice the average rate (Table 4.2). Among EU countries, Bulgaria, Italy, Poland and Spain report teachers participating on average for about 26 days in 18 months, almost twice the average rate for participating EU countries (Table 4.2).
- Within-country variation in the intensity of professional development can be high and is greatest in Italy, Korea, Mexico, Poland and Spain; older teachers tend to receive less than the average, though the pattern by gender is more mixed (Table 4.2a).
- The types of development undertaken by teachers explain some of these variations. Countries in which a high percentage of teachers take part in “qualification programmes” or “individual and collaborative research” tend to have a higher average number of days of development. However, only a small minority of teachers participate in these activities. On the other hand, virtually all teachers engage in “informal dialogue to improve teaching” and the great majority attend some form of “courses and workshops” (Tables 4.2 and 4.3).
- There is a clear difference between western European countries and other countries with respect to the types of professional development undertaken by teachers. In particular, participation in “mentoring and peer observations”, “qualification programmes”, “reading professional literature” and “observational visits to other schools” is consistently lower in western European countries than in others (Table 4.3).

- The pattern of participation in types of professional development is more similar in western European than in eastern European countries (Figure 4.1).

Discussion

The high average participation in development activities among lower secondary teachers is unquestionably a positive message from the TALIS results. Nevertheless, the fact that an average of some 11% of teachers did not take part in any of the more structured forms of professional development in the 18 months prior to the survey may be a concern (Table 4.2).

On the other hand, even if not all teachers engage in more organised types of activities, it is reassuring that virtually all engage in informal dialogue with others to improve their teaching and that the vast majority read professional literature. However, some of the more collaborative forms of development are more evident in some countries than in others.

How best should unsatisfied demand for professional development be addressed?

The chapter examines the support mechanisms that are in place for teachers and also the barriers that teachers reported as preventing them from engaging in more professional development. The analysis also reveals how these relate to teachers’ participation and their desire for more professional development.

Key results

- The principal cause of unfulfilled demand, according to teachers, is conflict with their work schedule, but they also often cited lack of suitable development opportunities. Those who did not participate at all in professional development were most likely to cite the latter (Tables 4.11 and 4.11a). Teachers who reported a lack of suitable development opportunities spent much less time on professional development activities than other teachers (Table 4.6).

- The most effective types of development, according to teachers, are those in which they participate least – programmes leading to a qualification and, to a lesser degree, research activities. The most effective types of development are also those for which teachers are more likely to have had to pay the full or partial cost and devote the most time to (Table 4.8).

Discussion

The degree of unsatisfied demand reported by teachers is troubling and may suggest a mismatch between the support provided and teachers' development needs in terms of content and modes of delivery.

For modes of delivery, the evidence from TALIS is very revealing. It is striking that the activities that teachers report as most effective for their development are also those for which they are more likely to have had to pay full or partial cost and to which they devote the most time. This need not mean that the cost of all teachers' participation in qualification programmes and research should be fully paid for, but a better balance should perhaps be sought between who pays and who benefits.

The 42% of teachers (45% in the EU) who reported a lack of suitable professional development activities to satisfy their needs is an equally worrying finding (Table 4.11). It indicates that carefully comparing provision and support with development needs should be a priority in many participating countries.

To what extent is professional development of teachers associated with other school policies and practices?

In the first TALIS report (OECD, 2009) different aspects of the professional development of teachers are related to other school practices, namely teaching strategies, evaluation and feedback mechanisms, and school leadership.

Key results

- Professional development activities that take place at regular intervals and involve teachers in a rather stable social, collaborative context (*i.e.* networks or mentoring) have a significantly stronger association with teaching practices than regular workshops and courses.
- Student-oriented teaching practices and enhanced activities are more strongly associated with professional development than structuring practices.
- The first TALIS report (OECD, 2009, Table 5.6) shows that, in a number of countries, identified weaknesses were more often simply reported to teachers rather than followed up with development or training plans.
- In most TALIS countries leadership style is not related to the number of days of professional development or to teachers' satisfaction with the amount of professional development days they received.

Discussion

It should be emphasised that the associations mentioned in the list of key results represent correlation rather than causation. The reported results on the association of contexts of professional development and teaching practices seem to suggest that a stable collaborative context enhances implementation in actual teaching practice. Next, a teaching emphasis characterised as student-oriented and dedicated to enhanced activities (*e.g.* special projects) is found together with greater intensity (in terms of number of days) of professional development. This may be seen as an indication that more recently developed teaching approaches require more professional development support than more traditional forms of (structured) teaching.

The fact that results of evaluation and appraisal were less often followed up with initiatives for professional development than directly reported to teaching staff may indicate the need to make

professional development activities more readily available. This might be easier if professional development becomes more continuous and embedded in the routine functioning of the school as the ideal of the school as a learning organisation becomes more widespread.

The relatively loose coupling of leadership and participation in and satisfaction with professional development is a somewhat troubling finding, since stimulating professional development is generally seen as a key aspect of educational leadership. Findings like these underline the potential of school improvement practices that are integrated, rather than partial and fragmented.

Chapter 5 analyses a causal model with experienced impact of professional development as the dependent (*i.e.* effect) variable. As compared with Chapter 4, this methodology allows for analysing more complex patterns in which school and teacher background variables, as well as other school policies, are interrelated with respect to professional development. Specifically, the influence of school and teacher factors on teachers' participation in professional development activities and its perceived impact are analysed. In order to describe the relations between different variables, a model was developed and tested based on the TALIS data set. The model comprises six categories of variables, including need for and participation in professional development activities, school policy and climate, teacher practices and beliefs, school context characteristics, and teacher background variables. The influence of these different sets of variables on teachers' perception of the impact of professional development was tested. It was expected that teachers' need for and participation in professional development activities have direct effects on the perceived impact. Furthermore, it was assumed that school and teacher factors have direct and indirect effects via need and participation on perceived impact.

Path analysis identifies the relation between the variation and amount of professional development activities and the impact of professional development as experienced by teachers. When teachers participate in various professional learn-

ing activities and spend more days on professional development, they find that professional development has a greater impact on their work. These findings offer support for the importance of the duration and variety of professional development activities for teacher's professional development. For professional development to become effective for teachers' practice and improved student learning, teachers should spend a good deal of time in professional development and especially on different activities. Recent research stresses more and more the notion of duration as a key feature of professional development (Desimone, 2009). The findings of this study provide support for the argument that duration counts for teacher learning. However, variety appears to be an even more important variable in explaining perceived impact. This has important policy implications. Policy measures at different levels (government and school) to stimulate teachers' participation in professional development activities can contribute to changing teaching practices and, in turn, to improved student learning.

The findings also show that teachers who have greater professional development needs find that professional development has a stronger impact on their work. These findings indicate that teachers' motivation plays an important role in the impact of professional development on teachers' practice as perceived by teachers themselves. Research has shown that motivated teachers have a higher sense of self-efficacy, are more willing to experiment, are more open to learning and are more persistent (see Chapter 3). Although teachers' sense of self-efficacy was not included in the model, perceived need may be interpreted as an indicator of teacher motivation. As such, the findings give support to the view that teacher motivation plays an important role in fostering professional development.

A clear finding is that feedback, as part of school policy, is strongly linked to teachers' professional development and to its impact. In this study, feedback refers to the perceived consequences of feedback on changes in different aspects of teachers' work. There is ample evidence to show that supporting teachers in ways that help them to change different aspects of their work is important for

their motivation to learn, collaboration and commitment to change their practice. In research on professional learning communities, discussed in Chapter 3, feedback and support are considered fundamental for fostering teacher learning at the school level. The findings of this study support this view by showing the key role of feedback as part of school policy and highlight the importance of appraisal and feedback for both teachers and schools. Greater emphasis on appraisal and feedback could strengthen its benefits within schools. The results can be used to plan and structure the professional development of individual teachers. By emphasising teacher appraisal and feedback, policy makers, administrators and school leaders can contribute to the development of schools as organisations that foster continuous professional learning and sustained improvement.

The findings also show the important role of climate. Teachers who feel good about their job and in their school view the effects of their professional development more positively. By promoting a positive school climate and high levels of trust in schools, principals can create a supportive environment for teacher learning. The important role of school climate for teacher learning is in line with the role of school climate for changing teachers' practice and improved student learning that is found in research on school effectiveness and school improvement (see Chapter 3). Given the positive impact of feedback on teachers' professional development, strengthening the link between school climate and the evaluative framework in schools could lead most teachers to feel that changing teaching practices is not only an individual but also very much a collective enterprise. In turn, this can stimulate school-wide capacity for learning and improvement.

In contrast to the important role of school factors, the impact of teacher-related factors, including teaching practices and collaboration, on professional development appears to be smaller. One reason is that, in contrast to what was expected, teachers' instructional preferences and collaboration did not correlate significantly with perceived impact. The findings do suggest that there is a relation with the number of professional development activities in which teachers participated.

The role of constructivist teaching is an interesting one. The more teachers use instructional strategies based on constructivist approaches to teaching, the more they participated in different professional development activities, and the more they collaborate in different activities at their school. A possible explanation might be that constructivist teaching is a relatively new approach, as compared with more structured or traditional (direct instruction) teaching methods and that teachers have only recently started to change their classroom practice. Moreover, it is not easy to adopt a constructivist approach to teaching. It requires teachers to focus on the learning and thinking activities of students, gradually transfer control of the learning process from instructors to students, stimulate the development of students' mental models and take into account the learning orientation of students (see Chapter 3). It often takes years to master a new way of teaching effectively that can positively affect student learning and motivation. Changing teaching in this direction thus requires a lot of training and opportunities for teachers to work together to solve problems, to provide feedback and information, and to assist and support. This may explain the association found between constructivist teaching, on the one hand, and the number of professional development activities and amount of collaboration, on the other. The literature offer much evidence to show that teachers' collaboration has strong positive effects on their professional learning and can, if focused on student learning, help to improve classroom practices. The relation between collaboration and the number of professional development activities in which teachers participate corroborates these findings.

Finally, teacher background variables and school context characteristics (antecedent variables), showed a significant but small correlation with other variables in the model. Despite the weak associations, differences were detected in the role played by teacher background variables and school context characteristics in promoting teachers' professional development. Teacher background variables appeared to be important for the amount and variety of the professional development activities teachers participate in. School context characteristics instead mainly function

as malleable factors for school policy and climate. Further research is needed to examine the joint effects of conditional and malleable factors at both the teacher and school level. Analysing these joint effects can increase our understanding of the effect of interactions between conditional and malleable factors on the amount, level and impact of teachers' professional development.

Chapter 6 presents evidence on the professional development of teachers in countries that did not participate in the TALIS survey. It covers 12 non-participating countries (for the United Kingdom data are reported separately for England and Scotland). The evidence for the Netherlands includes both data from TALIS and other data; while the Netherlands participated in TALIS, it did not meet the sampling requirements agreed by the TALIS Board of participating countries. Because the Dutch TALIS data are not representative of all Dutch teachers, the Netherlands is included in Chapter 6.

As expected, there was only a partial match between the areas covered in TALIS and the data that could be obtained from the non-participating countries. Some quantitative information was available on the types of professional development that teachers participate in, on the need for professional development, and on reasons for not participating. More limited quantitative information was available on actual participation, the perceived impact of different types of professional development, and on induction and mentoring programmes. Except for the Netherlands, no quantitative information was available on support for professional development (Table 6.32).

With respect to participation, quantitative information was available for relatively few countries and was not summarised in a table, because of the low degree of comparability with the information collected for TALIS. The TALIS survey asked about participation over a fixed period of time (the previous 18 months).

The percentages of teachers taking part in specific types of professional development activities in non-participating countries generally correspond to the average in the EU TALIS countries. England is an

exception, as a substantially larger proportion of English teachers undertake activities such as participation in a professional development network, individual and collaborative research, mentoring and peer tutoring, and reading professional literature. This finding is reflected in its share of professional literature on continuous professional development, suggesting that the kind of professional development that is connected to support for a broader scope of professional roles for teachers is further developed in the United Kingdom than in other European countries.

It was also difficult to compare the experienced impact of professional development activities between EU TALIS countries and non-participating countries, as the available figures (for France, Greece and Sweden) have other references in terms of the professional development activities undertaken. The impact figures for Sweden (about 67%) are relatively near the EU TALIS average (about 80%); the impact figures for specific courses in France and Greece are considerably lower (of the order of 20% to 30% and 50%, respectively). In the Netherlands, teachers who completed the TALIS questionnaire reported that qualification programmes and individual and collaborative research activities were the most effective types of professional development (with impact scores just above the EU TALIS average), while education conferences and seminars were seen as the least effective (with impact score 10% below the TALIS average).

Barriers to participation in professional activities are considerably lower in some non-participating countries for which data are available. In France and England some 10% of teachers experienced barriers such as "lack of employer support", "conflict with work schedule" and "no suitable professional development", compared to the EU TALIS average of about 40% for specific types of barriers. However, in Cyprus, Germany and Greece, "conflict with work schedule" was reported more frequently than the TALIS average. The same is true of "lack of employer support" (the Netherlands, 15% above the TALIS average) and "no suitable professional development" (Germany, 20% above the TALIS average). In the Netherlands, this barrier was 15% below the TALIS average.

Unmet need for professional development activities was generally higher than the EU average in China, Cyprus, England, Greece and the Netherlands (differences of the order of 30-50% of teachers experiencing such needs in these countries against an EU TALIS average of about 15%). The aspects of the teaching and learning process for which sizeable proportions of teachers in the countries mentioned above reported development needs are “subject fields”, “instructional practices”, “ICT teaching skills” and “teaching special learning needs students”. With respect to induction and mentoring, England stands out as a country in which this is well established, with clear career implication for the beginning teachers concerned.

All in all, the review of non-participating countries suggests that expanding the number of participating countries in the TALIS study would enlarge between-country variability. This in turn would enhance its policy relevance, as between-country differences are the most important sources of learning from international surveys.

Issues for further reflection

The EU outlook on teachers' professional development

EU policies on teachers' professional development take a broad perspective and view the professional development of teachers both as instrumental to furthering the quality of educational outcomes and as a means to ensuring that education and training remain responsive to developments in society at large. The first is more in line with the primary focus of professional development; the second adds an emphasis on secondary processes relating to the modernisation of schools as organisations. The content of the TALIS survey reflects the breadth of this perspective by addressing aspects of professional development that address both areas. With respect to forms or types of professional development, training and qualification-oriented types of development are included with the more continuous forms that are embedded in the day-to-day work of teachers, such as discussions with colleagues and participative research. Content areas in which teachers express development needs

include aspects of teaching and of school management and administration. The results do not seem to suggest the predominance of one aspect or the other. Interestingly the two types of professional development that are experienced as most effective, namely qualification programmes and individual and participative research, are associated with both. Qualification programmes are more in line with the primary focus, teaching, and collaborative research is more related to the modernisation of schools as professional organisations. Prioritising both aspects of teachers' professional development might be a deliberate policy choice, while bearing in mind possible trade-offs between them.

Interpreting research evidence on teaching effectiveness and evaluation of HRD-related professional development

Exploration of the literature on educational effectiveness, particularly teaching effectiveness, sheds some light on what can be expected from either of the two main policy orientations to teachers' professional development as sketched above. The knowledge base on teaching effectiveness, popularly known as “what works in teaching”, is currently much stronger than that on the effects of secondary (HRM) types of continuous professional development (see Chapter 2). It would be too simple, however, to point to the former as the most likely source of improved student achievement outcomes. It should be recognised that the latter involves intermediary objectives as stepping stones to reach this ultimate objective. Another possibility is to combine the two perspectives, as in the United States' successful Comprehensive School Reform projects (see Chapter 2). Considerations regarding the effectiveness of professional development programmes might lead to discussions of ways to link data from a teachers' survey such as TALIS, to measures of educational outcomes.

Professional development of teachers as a well-established phenomenon

TALIS shows overall participation rates in professional development activities of 89% across countries. The discussion of this finding in Chapter 4 pays attention to the fact that, overall, this is a satis-

factory level. Nonetheless, it is somewhat worrying that 11% of teachers indicate that they do not participate in any kind of professional development, given that the survey relies on a broad definition of professional development that includes informal dialogue with colleagues on work-related issues. It should perhaps be emphasised here that teachers' professional development appears to be solidly established as a lever for educational improvement. This conclusion is perhaps reinforced by TALIS evidence indicating that countries that have undergone recent structural changes, such as a number of eastern European countries, are particularly active in a broad range of professional development activities.

The lessons from unmet demand and barriers and what policy can do

Key findings from TALIS were that teaching students with special learning needs and ICT teaching skills are the areas of greatest development need, and that conflict with the work schedule and lack of suitable professional development were the most important reasons for not participating in professional development activities. Overall, more than 50% of the teachers reported that they wanted more professional development than they received during the 18-month survey period.

One of the benefits of teacher surveys like TALIS is that information on unmet demand and barriers can be used to realign policy targets and priorities. This is clear for areas in which unmet demand is greatest, such as teaching students with special learning needs. Given differences among countries, this kind of information is best used on a country-by-country basis. The finding that "conflict with work schedule" was the most frequently experienced barrier to participation in professional development activities indicates that much could be gained by integrating professional development in the total work package of teachers and the functioning of schools. Changes in culture, in the sense of shared beliefs in the need for continuous teacher learning, and changes in organisation, in the sense of planning and co-ordinating professional development activities, seem better suited to resolving this problem than financial incentives

(see the discussion in OECD, 2009, Chapter 3). These cultural and organisational aspects would seem to be more manageable at the school than at national level, while national policies could facilitate schools' efforts by giving them sufficient autonomy to deal with these issues.

Professional development embedded in the larger context of school improvement models

As indicated above, individual schools, and possibly also networks in which schools co-operate, might be the most effective level at which to further stimulate professional development. This raises the question of the extent to which professional development should be a "stand-alone" policy priority or be embedded in a broader set of school policy measures. The relations explored in Chapter 5 of this report suggest that effective linkages between professional development policies and other school policies and practices are possible. Structural feedback emerged as a condition that heightened the experienced impact of professional development. Other interesting linkages that appeared relevant were a constructivist teaching orientation and staff co-operation. The literature on effective school improvement provides evidence for the potential of integrative approaches, in which teacher learning is combined with innovation in curriculum and instruction, evaluation and performance feedback, school leadership development, and the management of the school's external contacts. National policies could be supportive by providing programmes developed by experts, guidance and counselling of schools, and suitable forms of external evaluation and accountability.

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