

# OECD “Teachers Matter”

Improving the efficiency and equity of schooling depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of high quality, and that all students have access to high quality teaching.

# GOOD FORTUNE

- ability levels of those entering the profession are high
- professional commitment of teachers is strong
- work of teacher educators and support bodies is good

# BUT

- there is a degree of under-achievement in the system
- expectations of the system are increasing
- significant challenges of reforms

# PRESSURES OF CHANGE

A SHARED FUTURE

DEMOGRAPHY AND SCHOOL MODERNISATION

STRATEGIC REVIEW AND SUSTAINABLE SCHOOLS

REVISED CURRICULUM

ADMINISTRATIVE CHANGES

# OUTCOMES OF CHANGE

- more coherent planning of the school estate
- more efficient use of the available resources
- more confidence in schools to deliver an appropriate curriculum
- more emphasis on sharing and collaboration
- less complex support arrangements
- a hugely important capital investment
- a renewed focus on improving quality and raising standards

# OUTCOMES OF TEACHER EDUCATION REVIEW

- a recognition that collaboration, based on respective expertise, is the direction of travel
- ensuring schools are the key partner in professional development at all stages
- arguing that the content/focus/methodologies of ITE courses should reflect and contribute to the Department's improvement priorities
- systematising regular communication and discussion of inspection findings, not just with the Department, the support bodies and schools but also with the teacher educators
- focusing the HEIs' research capacity more sharply on pedagogy and improvement