🌍 **OECD Schools+ Project: Unlocking High-Quality Teaching**

🎙️ **Segment Focus: Defining High-Quality Teaching**

In this segment, **Paula Rodríguez Sánchez**, research associate at the **OECD Directorate for Education and Skills**, presents the **OECD Schools+** project and its flagship report **"Unlocking High-Quality Teaching"**. The project asks a central question: **what does high-quality teaching actually look like in practice, across countries and contexts, and how can we support it systemically?**

The work is situated against today's global challenges (climate change, AI) and the worrying decline in student performance shown by **PISA 2022**.

🔬 **Taxonomy of High-Quality Teaching**

Schools+ developed an evidence-based **taxonomy of high-quality teaching** composed of five overarching goals. These practices were included because they are **backed by solid research and relevant across ages, subjects, and cultures**.

Five Overarching Goals:

- Fostering rich classroom interaction

- Ensuring cognitive engagement

- Using formative assessment and feedback

- Crafting high-quality subject content

- Providing social-emotional support

Co-creation and Design

- The taxonomy was co-created through a multi-year process involving OECD teams, international experts, and over **150 schools from 40 countries** in a "learning circle" network.

- The report offers a **reflective guide** for teachers: for each practice, it defines what it is, summarizes the best evidence, lists **key decisions** to consider (e.g., "Is feedback timely and focused?"), and describes what successful practice looks like.

- It also includes **signposts for school leaders** about how leadership, class size, teacher allocation, and partnerships beyond the school shape whether a practice is feasible.

🌐 Systems-Level Support and Policy

- Paula stresses that improving teaching is **not** a solo effort: system-level policies and school-level organization are crucial.

- Schools+ identifies **seven policy areas at school level** (like how teachers are allocated to learners) and shows how these interact with the taxonomy.

- The project explicitly **maps each practice and its student outcomes to the OECD Learning Compass 2030**, aligning classroom practice with the broader vision of future-ready competencies.

- The segment highlights how AI could, in the future, help **propagate** this taxonomy to remote or under-resourced contexts, potentially narrowing equity gaps, **if** we learn to use AI thoughtfully.

🖥️ The Schools+ Circle (Online Platform)

- She presents the **Schools+ Circle**, an online platform where teachers can explore the taxonomy, comment on it, and browse **"inspiring practices"**—real examples from classrooms around the world, with descriptions of resources, assessment approaches, impact evidence, and challenges.

- The idea is that teachers can adapt these to their own contexts, recognizing that while contexts differ, the core challenges and hopes of educators are remarkably similar.

🔗 Useful URLs

OECD Core Resources

- **Unlocking High-Quality Teaching: OECD Schools+ report** (overview + links to English & Spanish versions, and related materials): https://www.oecd.org/education/unlocking-high-quality-teaching-oecd-schools-plus.htm

- **OECD Schools+ Circle** – Online platform for the taxonomy and inspiring practices (accessible from the same Schools+ page above; look for "Schools+ Circle" / "Inspiring practices").

Contextual OECD References

- **PISA 2022 Results** – Decline in performance between 2018 and 2022 and the broader analysis of student learning outcomes: https://www.oecd.org/pisa/

- **OECD Learning Compass 2030** – Framework connecting Schools+ practices to broader student competencies: https://www.oecd.org/education/2030-project/