



Global Teaching InSights

Making quality practices from around the globe visible
to improve teaching and student learning



In today's fast-changing world, we must do whatever it takes to champion a sense of teacher professional empowerment. When teachers feel a sense of ownership over their practices and their classrooms, they push and pull each other in a truly collaborative learning culture, which leads to pedagogical excellence.

Digital accelerations provide an unprecedented opportunity for teachers to learn from each other across classroom walls and borders. We can now break the isolation that teachers face in the classroom and enable them to learn from their peers through the most effective way possible: observation. By observing and connecting one another, we can drive forward the crowdsourcing of great ideas.

Imagine a giant open-source community for teachers, where they can share their expertise, their aspirations and their solutions to common classroom challenges. A space that unlocks teachers' creativity simply by tapping into their desire to contribute, collaborate and be recognised for their work. This is Global Teaching InSights.

Andreas Schleicher,

*Director for the Directorate of Education and Skills and
Special Advisor on Education Policy to the OECD's Secretary-General*

The OECD Global Teaching InSights initiative

What is it?

The Global Teaching InSights (GTI) initiative is a practice-based, research focused, digital platform built for and in cooperation with the teaching community. It aims to put quality teaching practices from around the world at the fingertips of teachers, school leaders and educators. They can watch classroom videos presenting evidence-backed best practices that provide a window into classrooms from a wide range of countries and contexts. Furthermore, the platform connects teachers and educators to facilitate peer discussion and collaboration at a global scale.



Making teaching visible through authentic classroom videos

The videos displayed by Global Teaching InSights showcase teaching practices that are:

Impactful



Learn best practices taken from authentic classrooms and backed by research

Inspiring



Get inspired by teaching approaches as diverse as the world itself

Innovative



Keep abreast of novel approaches to pedagogical innovation

By directly watching real examples of pedagogy in action, teachers will be able to make their own professional judgements. They will gain a genuine, palpable insight into the world's classrooms by:

- observing, analysing and sharing authentic examples of professional practice
- exploring the variety of teaching approaches and school contexts observed
- engaging in deeper analysis of the complexities, challenges and intricacies of classroom practice.

Global Teaching InSights will scale up observation from a few individuals occasionally gathered in a classroom to a global, collective professional effort centered on learning and collaboration. In this way, teachers will form part of an international professional community of educators, enabling the profession to codify and refine teaching through the sharing of videos.

A focus on core teaching practices that work

Global Teaching InSights provides every user with open access to high quality pedagogical expertise.

The opening version of GTI shows teaching practices that **support**:

- all teachers – common and applicable across subjects and levels
- a variety of approaches – defined broadly enough to avoid promoting one way of teaching
- a detailed analysis – observable and definable at a granular level for systematic comparison and the building of more advanced teaching skills.

The **focus** will be on:

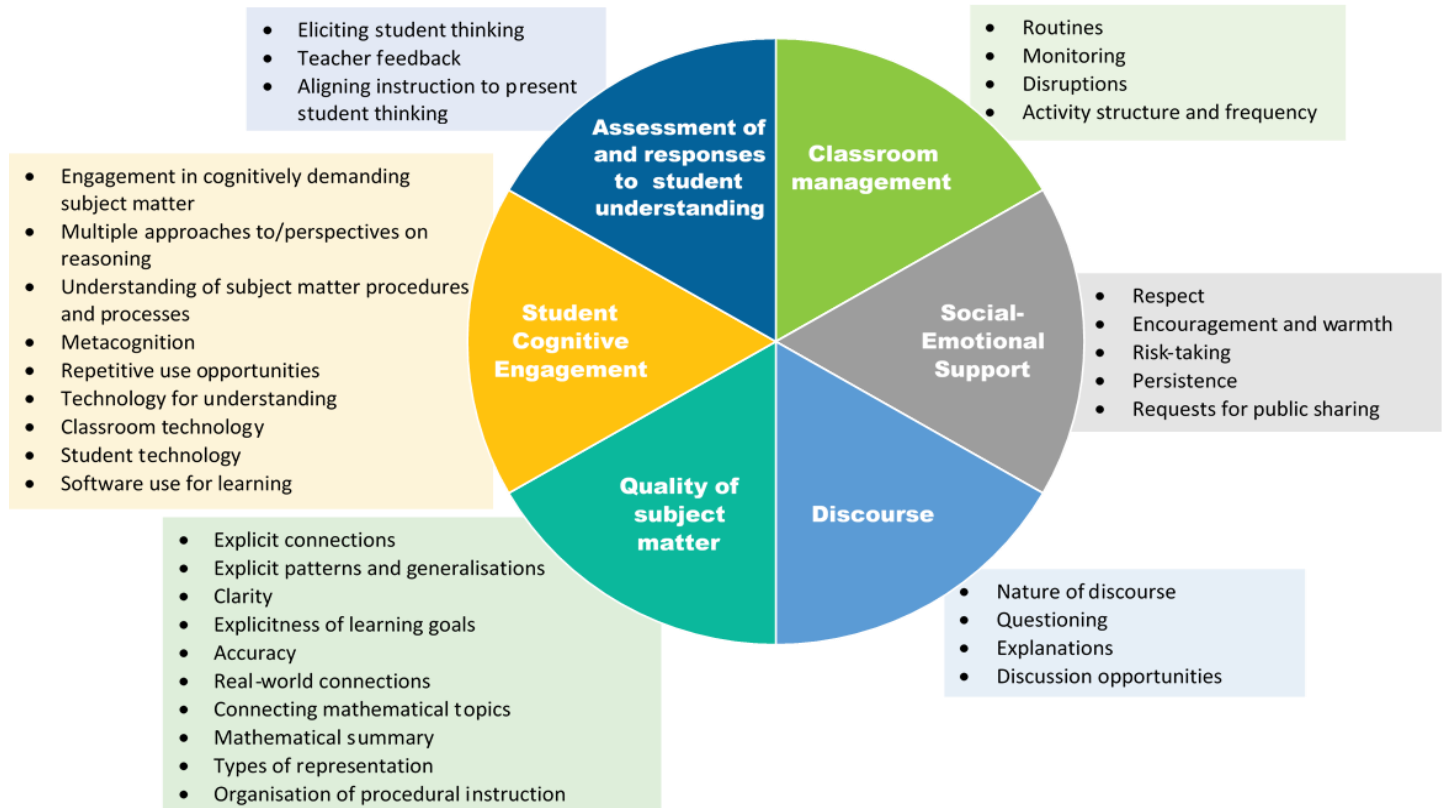
- individual pedagogical practices to break down the complexity of classroom teaching
- classroom interaction and instruction from the teacher's perspective
- different teaching approaches, rather than ready-made examples of how to teach a specific subject.

The **selection** of practices shown will be:

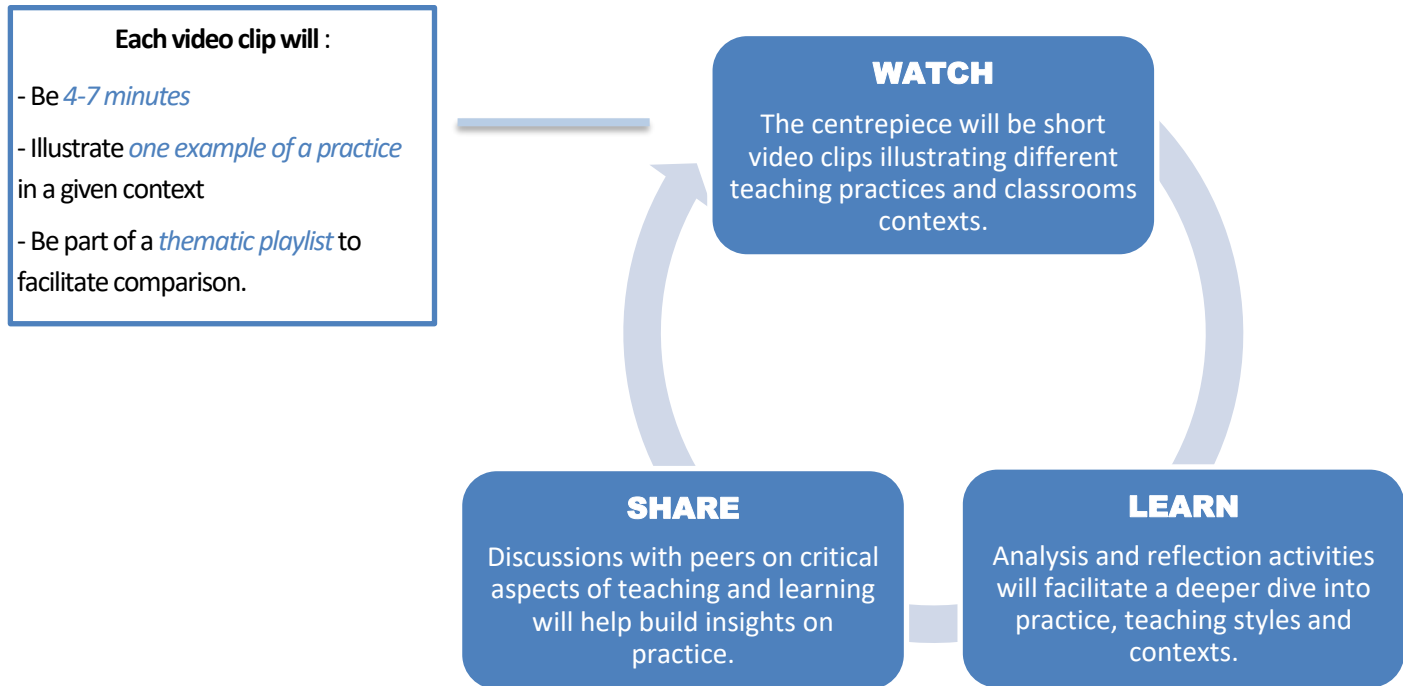
- grounded in evidence of their positive impact on students' cognitive and non-cognitive outcomes
- systematically organised and documented at an international scale.

GTI's initial content is drawn from the OECD Teaching and Learning International Survey (TALIS) Video Study. It spanned eight countries, videotaped 700 teachers and recorded over 1 000 hours of lessons on quadratic equations at the lower secondary school level. Teaching practices were unpacked and organised into six domains, illustrated below, to measure student learning gains and outcomes, which in turn inspired the selection of practices for the Global Teaching InSights platform.

Six broad domains of teaching practices



What will teachers be able to do?



A look inside the online platform

Tags for navigating the library of videos

Viewing hints that identify key pedagogical moments

Overview of the classroom context and background

Additional resources such as lesson plans, transcripts, handouts

The screenshot displays the Global Teaching InSights website interface. At the top, there are navigation links: Home, Watch, Learn, and Share. The main content area features a video player showing a classroom scene with a teacher and students. Below the video, there are several tags for navigation: Summaries, Rural, Maths, Mexico, Encouragement, Secondary, Eliciting, Discourse, and Experienced Teacher. The video title is "Summarising to Anchor Learning" and the subtitle is "S: Ready teacher. T: Do you have it? OK. To the blackboard." Below the video, there is a section titled "LOOK OUT FOR HOW THE TEACHER:" with a list of bullet points: "Actively engages every student in a review game", "Questions students to prompt and consolidate their previous learning", and "Builds an interactive summary with students". There is also a "RESOURCES" section with links to "Download Lesson Plan", "Download Handouts", "Download Presentation", "View Transcript", and "Read more about this practice". On the right side of the page, there is a section titled "Insights" with a search bar and a list of experts. The first expert is Makito, Invited Expert from Japan, with a post dated September 12, 2020 at 1:28pm. The second expert is Ranya Y, with a post dated October 26, 2020 at 19:28pm. Below the expert posts, there is a "REFLECT:" section with a question: "How do you summarise and review previous learning?" and another question: "What activity structures do you use to interactively engage students?". There is a text input field for "Join the discussion..." and a "Submit" button.

Bespoke user profile to create a tailored GTI experience

Further inspiring illustrations of teaching practice

Commentary from global experts and the GTI community to spur discussion and dialogue

Space for reflection and contributions

Examples of teaching insights for key classroom goals and challenges



Snapshot 1. Helping students overcome misconceptions, Shanghai

What can teachers do when many students encounter the same problem? The teacher can bring the class back together to evaluate an example student's method, whilst carefully illustrating and guiding students through the misconception.

Snapshot 2. Leveraging students' existing knowledge, Mexico

How can teachers revisit previous learning in an engaging way? In this summary of previous learning, the teacher has given each student a card and asks them to form different groups to consolidate their learning in an engaging and enjoyable way.



Snapshot 3. Encouraging students to learn from each other, Shanghai

How can students work together to solve a real world problem? After trying to solve the problem independently and in pairs, the teacher asks different students to move around the room to share and discuss different strategies.

Users and uses of Global Teaching InSights

Video contents, resources and features are designed...

for...

to...

- | | |
|--|--|
| <ul style="list-style-type: none"> – Aspiring teachers | <ul style="list-style-type: none"> – Gain invaluable insights into the classrooms of experienced teachers and prepare for future challenges |
| <ul style="list-style-type: none"> – Classroom teachers | <ul style="list-style-type: none"> – Serve as inspiration for their own practice |
| <ul style="list-style-type: none"> – School leaders | <ul style="list-style-type: none"> – Drive pedagogical discussions in communities of practice, coaching, and mentoring |
| <ul style="list-style-type: none"> – Training professionals | <ul style="list-style-type: none"> – Immerse their student teachers in real examples and highlight what different pedagogical approaches mean in practice, bridging the gap between theory and practice |
| <ul style="list-style-type: none"> – System leaders | <ul style="list-style-type: none"> – Obtain fresh ideas to enrich national pedagogical debates and use tangible examples to explore possible approaches with stakeholders |

Built for and by the education community

Throughout the design and development stages of Global Teaching InSights, a diverse group of the above targeted users provided feedback and guidance to ensure that the platform provides an accurate window into real classroom teaching, as well as represents the needs, interests and preferences of stakeholders.

What does it mean for the education community?

When we reflect on our own lessons after watching videos, we can focus on how students are learning. With video you can see the signs of students struggling. I value this highly, it will help you to better plan your lessons and teaching.

- Kenji, Maths teacher from Japan

It is a very dynamic video. I've never had the idea to summarise a lesson with cards like that. I will do it in my classroom as I already knew the importance of a summary but I do not do it systematically. This shows me it has to be done much more frequently.

- Anaïs, Science teacher from France

I think it is an excellent learning strategy, fun and dynamic...promoting meaningful learning.

- María, Language teacher from Mexico

I have never seen problem-solving like that.

- Aurelio, Maths teacher from Spain

Being able to watch how teachers in other countries teach could give me more ideas to improve my own teaching.

- Laura, Science teacher from Colombia

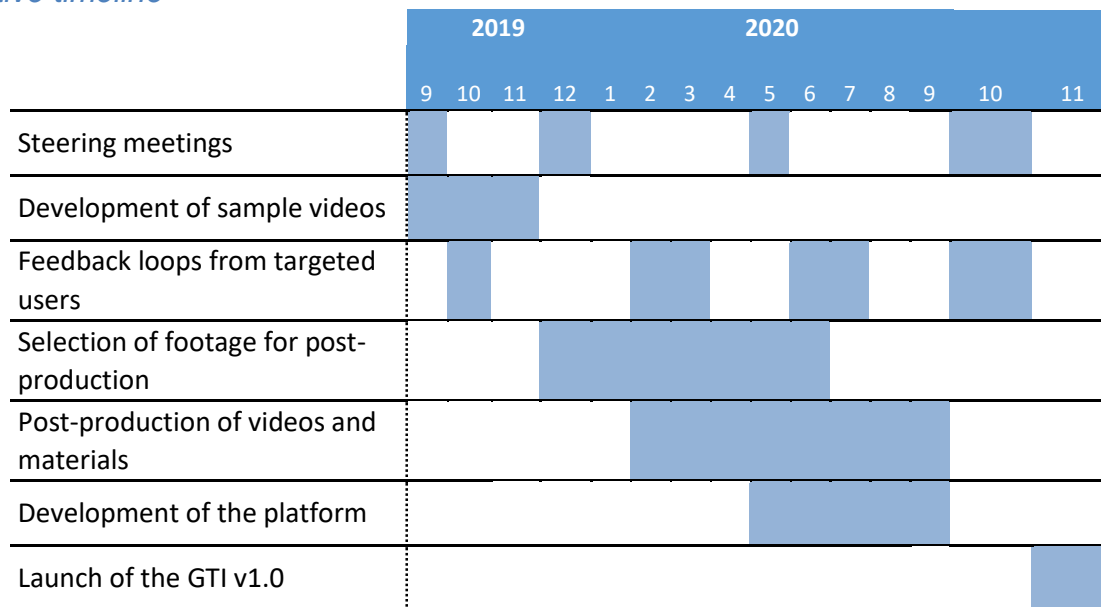
When it comes to building a professional learning community, watching video allows the exchange of ideas among peers.

- Rongjin, Maths teacher from China

A roadmap for the development of version 1.0

The OECD formally launched the Global Teaching InSights initiative in September 2019. Over the span of a year, the OECD Secretariat has focused on developing the first version of GTI in collaboration with participating countries, technological partners and key stakeholders from across the education sector.

Tentative timeline



A vision forward

Global Teaching InSights aims to break new ground by collecting, consolidating and disseminating teaching expertise on a global scale. Version 1.0 will provide a proof-of-concept demonstrating the potential of video illustrations for stimulating a more effective international, peer-driven discussion about teaching; and like teaching, GTI will continue to evolve and expand with new content sources, types and subjects to be analysed.

Version 1.0 and prospective future versions:

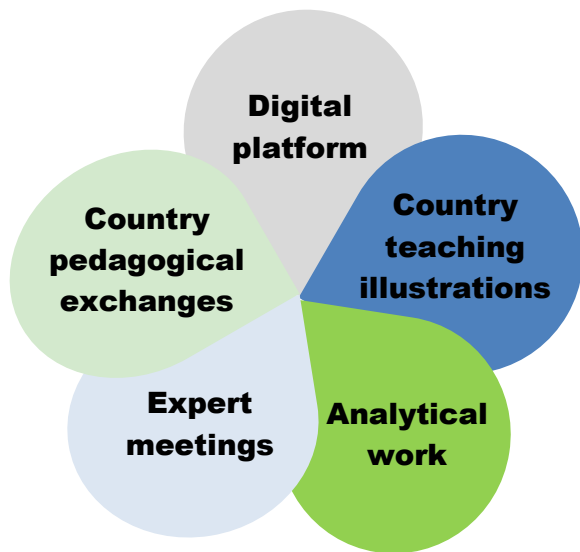
| | Version 1.0 | Version 2.0 | Version 3.0 |
|---------------------------|---|---|---|
| Source of Content | TALIS Video Study, Texas | Institutions, foundations, governments | Crowdsourced from teachers |
| | - | - | - |
| Type of content | Video clips, full lessons, learning resources | Structured thematic courses, other languages | Instructional resources (e.g. interviews, live feeds) |
| | - | - | - |
| Breadth of content | Lower secondary mathematics | New subjects, new ages, hard-to-teach and innovative pedagogies | Role of teacher in using AI, cross-subject teaching |
| | - | - | - |
| Peer Collaboration | React, analyse and converse | Co-designed instructional resources | Feedback and coaching, virtual reality |

Get involved

Become a participating country

Global Teaching InSights is a knowledge mobilisation project and does not require country participation as such. However, the initiative is most powerful when it can show the true global diversity of classrooms.

Countries have the option to contribute and participate in the **following areas**:



Expected Contributions:

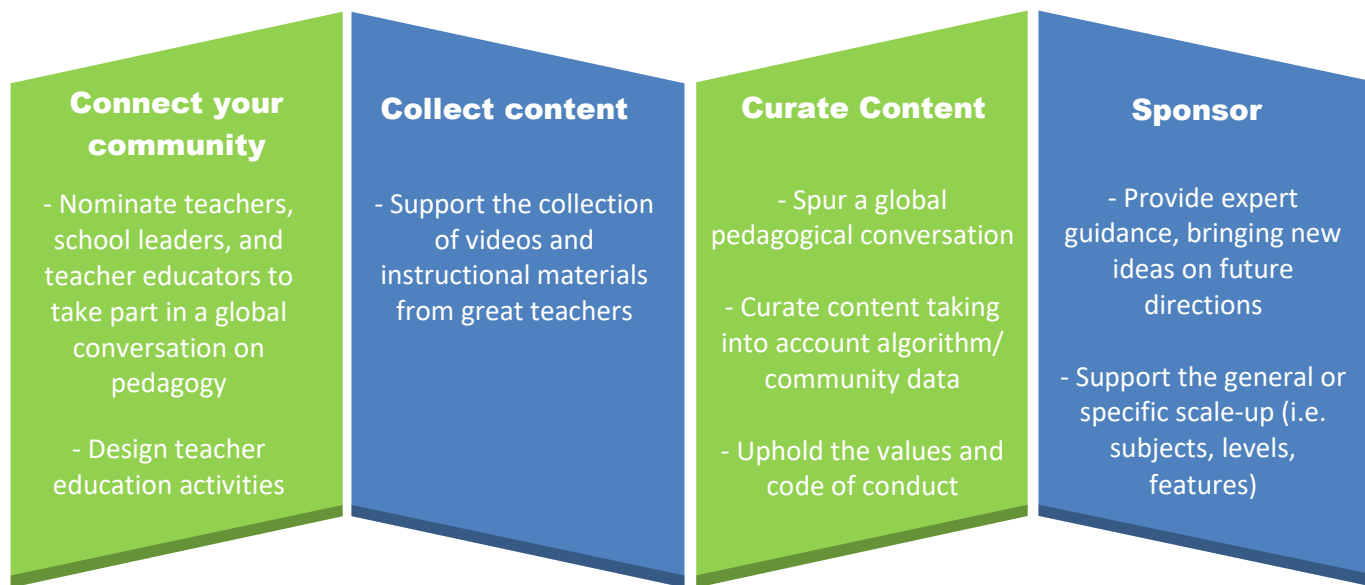
- Review and provide feedback on project outputs and documents.
 - Contribute classroom videos and instructional materials (based on Secretariat guidelines), by making available existing national resources or collecting them ad hoc.
 - Nominate national pedagogical and subject matter experts to participate in the selection and curation of content and contribute their expertise to the global community of practitioners.
 - Participation of country delegates/experts in meetings promoted by the project (one combined expert meeting a year).
 - Organise country-specific activities (e.g. meetings with stakeholders, workshops, dissemination event).
 - Cover cost of internal travel for experts and possible interpretation for meetings.
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Become a partner

The OECD is looking for partners to build a dynamic, practice-based, global research community of teachers.

Becoming a partner is a unique opportunity to participate in the development of such a powerful resource. Your organisation's contribution to the expansion of Global Teaching InSights, is not only a sign of support to teachers and students around the world, but it can also make an invaluable difference to furthering teachers' professional development and broadening pedagogical discussions.

How can your organisation support the Global Teaching InSights initiative?



OECD and the Directorate for Education and Skills

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. It brings together countries committed to creating better policies for better lives.

In today's globalised economy, education is a major driving force for growth and development. The OECD Directorate for Education and Skills focuses on current key challenges facing education systems, including how to improve the quality of teachers, teaching, and learning, in order to provide the knowledge and skills needed in the 21st century.

Contact us

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