EDUCATION & SKILLS

Co-constructing Visions for the Future of Teaching

Methodology and common insights from four education systems

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OECD
BETTER POLICIES FOR BETTER LIVES

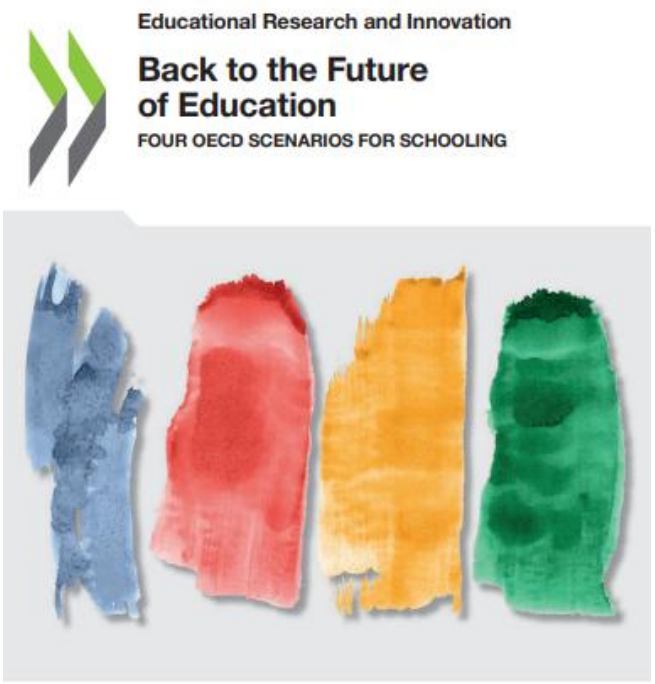
Methodology | One method, four education systems

Same method, adapted to each system's own questions: 20 scenarios and 25 persona pairs in total

Flanders (Belgium)	Austria	Wales (UK)	Malta
2023–24	**2024–25**	**2024–25**	**2025–26**
6 scenarios	5 scenarios	4 scenarios	5 scenarios
6 persona pairs	6 persona pairs	7 persona pairs	6 persona pairs
Research question	**Research question**	**Research question**	**Research question**
What is the core of being a teacher?	*What will it mean to be a teacher in the future?*	*How do we develop teacher professional identity and a more collaborative profession?*	*How can we collaboratively develop and enhance the professional identity of teachers to make the profession more attractive and sustainable?*

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Methodology | Why build future scenarios?



OECD (2020), Back to the Future of Education: Four OECD Scenarios for Schooling, https://doi.org/10.1787/178ef527-en

Strategic foresight has three main benefits:

- **Anticipation**: identifying what's changing and how to prepare for it.
- **Policy innovation**: revealing options for action that make sense in new circumstances.
- **Future-proofing**: stress-testing existing plans, strategies or policies.

Methodology | Why preferred futures?

How can imagining **preferred futures** help us build on **current strengths** to address **emerging challenges**?

"Futures" methodologies:

- *do not* attempt to predict the future
- *but* examine possible futures that can shape the system in preferred ways, *rather than waiting for the future to appear*.
- They work best **co-constructed**: people own the futures they helped to imagine.



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Methodology | How a study runs, step by step

1 · Research base

OECD team collects research and perspectives on country priorities for the future of teaching.

2 · Research seminar

Researchers and local stakeholders invited to:

- ✓ Refine the two study tools
- ✓ Augment the research base

3 · Stakeholder survey

Stakeholders rate the **ambition loops**: how important is each, and how much change is needed?

4 · Workshops

with policymakers, teachers, researchers, teacher educators, parents, union members, students

Participants use the **ambition loops** to co-construct **preferred scenarios**.

5 · Workshop de-brief

Ministry and other representatives use **teacher personas** to stress-test the **scenarios** and consider actions.

6 · Final report

- ✓ A set of teacher personas
- ✓ A set of preferred scenarios
- ✓ Actionable steps towards realising ideas from the scenarios

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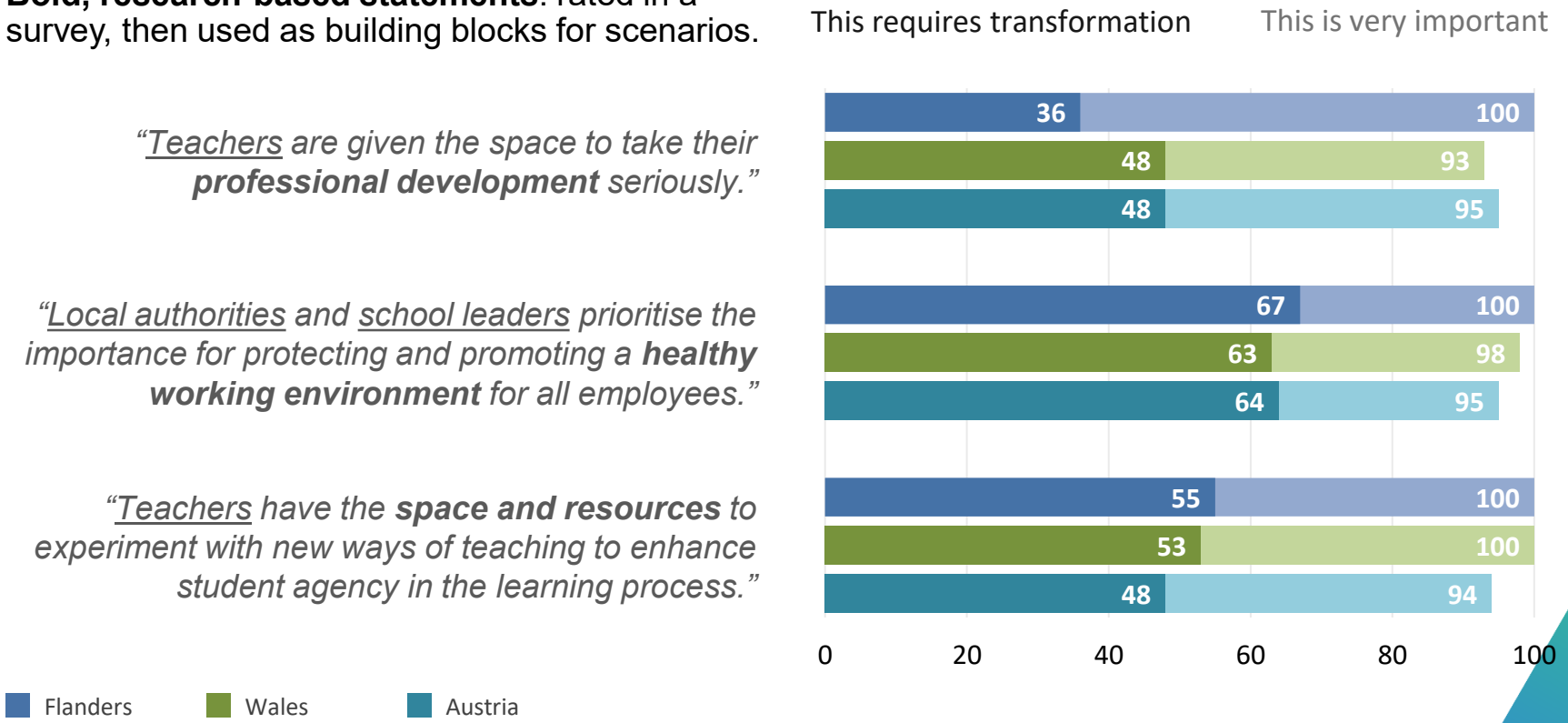
Methodology | Tool 1: ambition loops

Bold, research-based statements: rated in a survey, then used as building blocks for scenarios.

*"Teachers are given the space to take their **professional development** seriously."*

*"Local authorities and school leaders prioritise the importance for protecting and promoting a **healthy working environment** for all employees."*

*"Teachers have the **space and resources** to experiment with new ways of teaching to enhance student agency in the learning process."*



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Methodology | Tool 2: teacher personas

Evidence-based, lifelike profiles of existing and future teachers, tailored to each system.
25 persona pairs across the four studies: used to inspire scenarios, then to stress-test them.



Ada and Rhys
Experienced teachers (Wales)

In my job, I want…

- Keep growing professionally
- Space to experiment
- Pass on what I know to colleagues

In my job, I want…

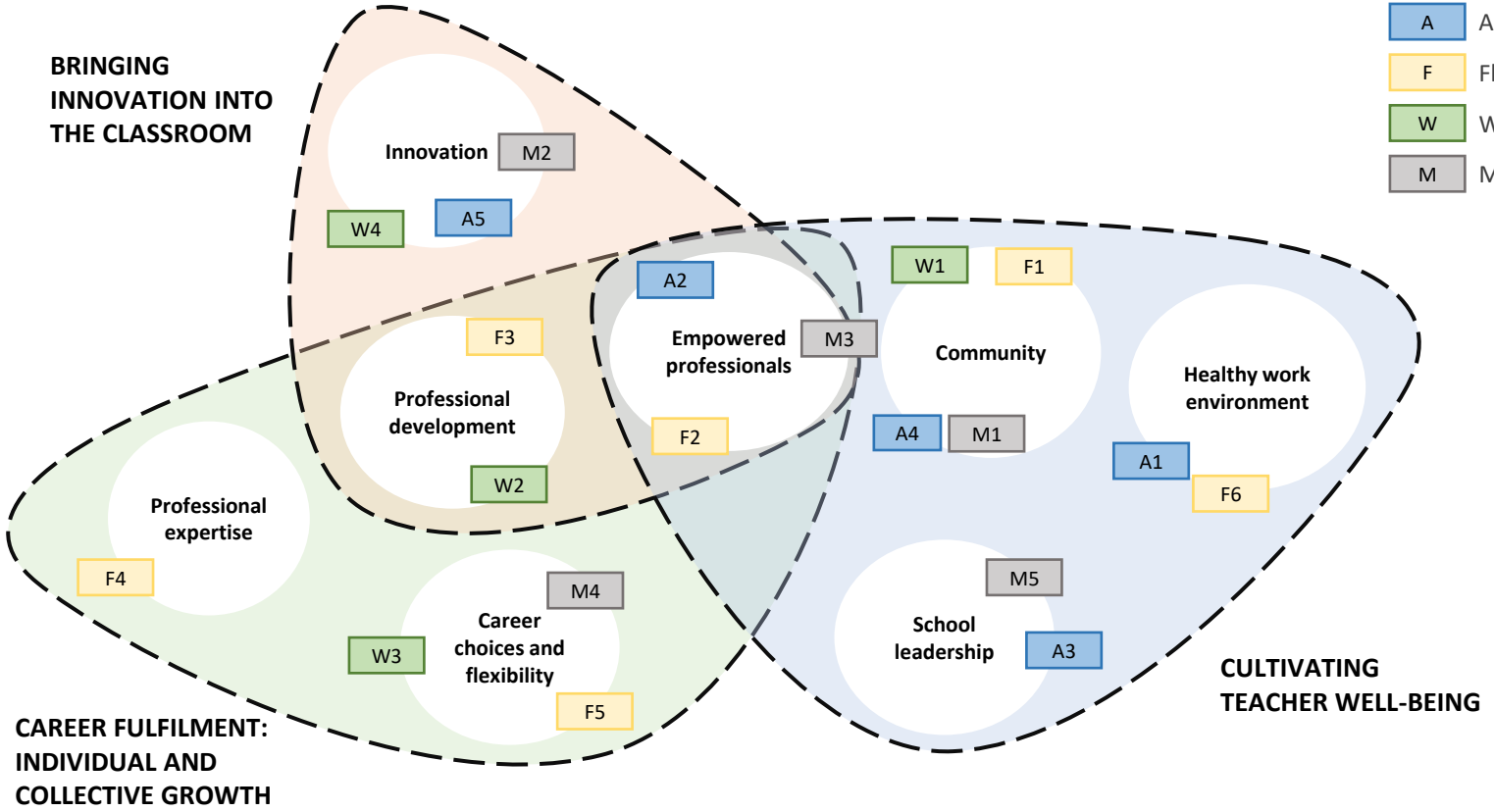
- Contribute to a sustainable society
- Look after my health
- Flexibility for life outside work



Demir and Noor
Future teachers (Flanders)

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Insights | 20 scenarios, three shared aspirations



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Insights | A framework: Aspirations, Ideas, Enablers

Aspirations for the Future of Teaching

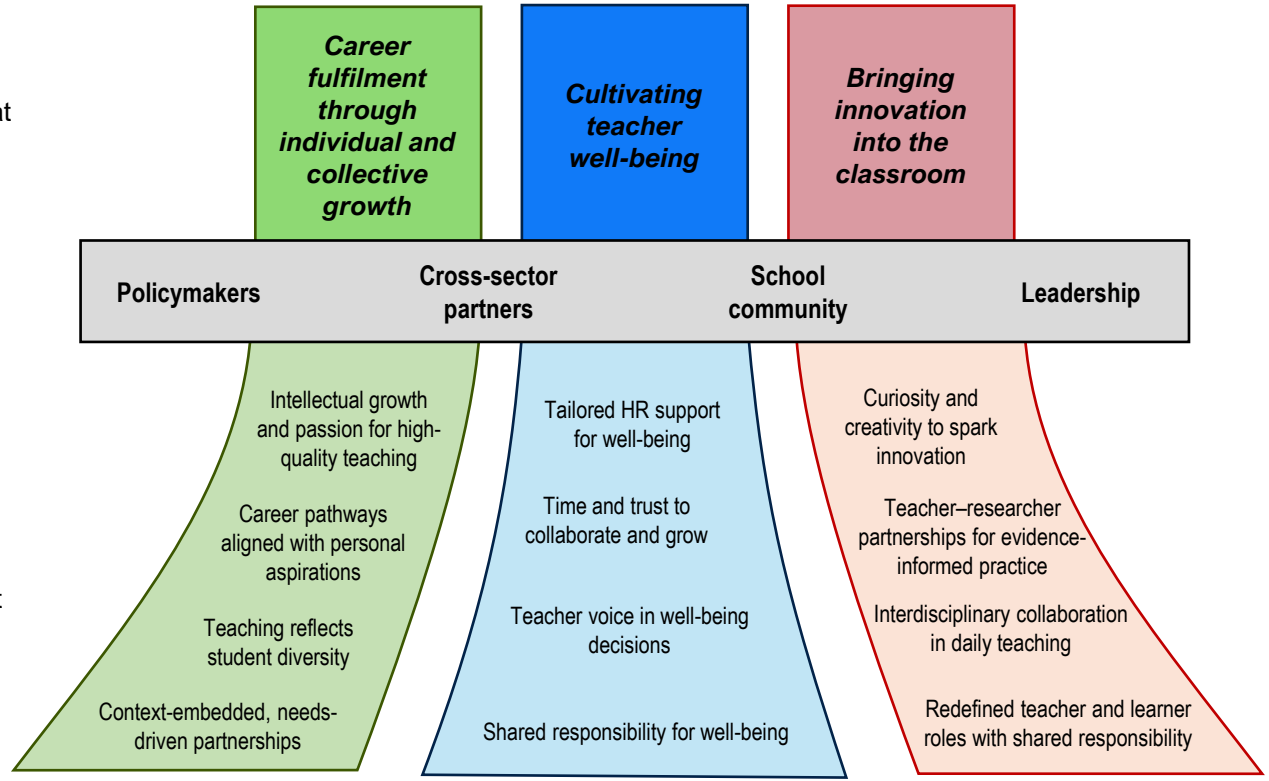
Long-term system goals, reflecting what teachers and stakeholders hope the profession can become.

Enablers of Change

Structural and relational conditions needed to make change possible.

Ideas for the Future of Teaching

Strategic directions. Not rigid policy prescriptions, but clusters of levers that can activate professional change.



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Insights | One path through the framework

Aspirations for the Future of Teaching

Career fulfilment through individual and collective growth

Leadership **Cross-sector partners**

Ideas for the Future of Teaching

Intellectual growth and passion for high-quality teaching

Career pathways aligned with personal aspirations

Teaching reflects student diversity

Context-embedded, needs-driven partnerships

Actions for the Future

Near-term steps that turn the Idea into practice

- → Create **time and structures for professional learning communities** within and across schools.
- → Support teacher-driven development by **allocating resources to pursue special interests or areas of expertise**.
- → **Establish partnerships with higher education and other sectors** to co-design research and learning opportunities.

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Thank you