

The discourses expressed by the OECD on initial and continuing Teacher Education¹

Os discursos expressos pela OCDE sobre formação inicial e continuada de professores

Los discursos expresados por la OCDE sobre la formación inicial y continua de profesores

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Abstract: This study is an excerpt from a master's thesis in Education that analyzes documents issued by the OECD between 2010 and 2020 to analyze how their discourses influence the formulation of educational policies, especially in teacher training. The focus is on the OECD's guidelines for teacher training, both initial and continuing. By issuing reports and recommendations, the OECD has taken on a central role as an influencer of public policy, as it has provided data to various countries, influencing them to evaluate their education systems and identify areas for improvement, while at the same time promoting education in line with market demands. Understanding the role of the OECD is fundamental to analyzing how its guidelines shape national policies and influence teacher training. This qualitative study combines documentary and bibliographic research. It uses Bardin's Content Analysis and includes the selection of documents, construction of the discursive corpus and analysis of the explicit and implicit meanings present in the texts. The results show that the OECD emphasizes teacher training that meets global economic demands. This training must be based on evidence, promoting effective integration between theory and practice, as well as developing skills that enable educators to face the current challenges of education. In short, the OECD guidelines propose teacher training that responds to the demands of a globalized world, shaping teacher training to neoliberal ideas and directly constituting educational policies.

Keywords: Teacher training; OECD; Educational Policies.

Resumo: Este estudo, recorte de uma dissertação de mestrado em Educação, analisou documentos emitidos pela Organização para a Cooperação e Desenvolvimento Econômico (OCDE) de 2010 a 2020. O objetivo da pesquisa foi identificar como os discursos dessa organização influenciam a formulação de políticas educacionais, com ênfase nas diretrizes voltadas para a formação inicial e continuada de professores. Nesse sentido, a investigação destaca que, por meio de relatórios e recomendações, a OCDE exerce um papel influente nas políticas públicas ao oferecer dados que

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auxiliam diversos países na avaliação de sistemas educacionais e na identificação de áreas de melhoria, ao mesmo tempo em que promove uma educação alinhada às demandas do mercado. Por essas razões, compreender o papel da OCDE torna-se fundamental para examinar como suas orientações moldam as políticas nacionais e influenciam a formação docente. O estudo seguiu uma abordagem qualitativa, que combina pesquisa documental e bibliográfica. A metodologia do trabalho fundamentou-se na Análise de Conteúdo, de Bardin (2011), que contempla etapas que incluem a seleção de documentos, a construção de corpus discursivo e a análise dos significados explícitos e implícitos presentes nos textos. Em linhas gerais, os resultados da pesquisa apontaram que a OCDE propõe uma formação docente alinhada às demandas econômicas globais, fundamentada em evidências, à integração entre teoria e prática e voltada ao desenvolvimento de competências que capacitem os educadores para os desafios atuais da educação. A OCDE também reflete uma perspectiva neoliberal que vem moldando a formação de professores às exigências de um mundo globalizado e influenciando diretamente as políticas educacionais.

Palavras-chave: Formação de professores; OCDE; Políticas Educacionais.

Resumen: Este estudio, extracto de una tesis de Maestría en Educación, analizó documentos emitidos por la Organización para la Cooperación y el Desarrollo Económico (OCDE) desde 2010 a 2020. El objetivo de la investigación fue identificar cómo los discursos de esta organización influyen en la formulación de políticas educativas, con énfasis en las directrices dirigidas a la formación inicial y continua de profesores. En este sentido, la investigación destaca que, por medio de informes y recomendaciones, la OCDE ejerce un papel útil y influyente en las políticas públicas al ofrecer datos que ayudan a diversos países en la evaluación de sistemas educativos e identificación de áreas de mejora, mientras tanto promueve una educación que se vuelve a las demandas del mercado. Por estas razones, comprender el papel de la OCDE se convierte en fundamental para examinar cómo sus directrices moldean las políticas nacionales e influyen en la formación docente. El estudio siguió un enfoque cualitativo, que combina investigación documental y bibliográfica. La metodología se basó en el Análisis de Contenido, de Bardin (2011), que contempla etapas que incluyen la selección de documentos, la construcción de corpus discursivo y el análisis de los significados explícitos e implícitos presentes en los textos. En líneas generales, los resultados de la investigación señalaron que la OCDE propone una formación docente alineada a las demandas económicas globales, basada en evidencias y en la integración entre teoría y práctica, y orientada al desarrollo de competencias que capacitan a los educadores para los desafíos actuales de la educación. La OCDE también refleja una perspectiva neoliberal que ha venido moldeando la formación de profesores según las exigencias de un mundo globalizado e influyendo directamente en las políticas educativas.

Palabras clave: Formación del profesorado; OCDE; Políticas Educativas.

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Introduction

This work is an excerpt from a master's dissertation in Education, focusing on the analysis of documents issued by the OECD between 2010 and 2020. The research aimed to identify OECD discourses that provide guidance for the development of policies related to the preparation and training of education professionals. Its primary objective was to investigate how the organization's discourses influence the formulation of educational policies concerning the initial and continuing training of teachers.

The OECD is regarded as a significant global influencer in educational policy, serving as a prominent reference in the establishment of guidelines across various countries. Studies such as those by Maués (2011), Maués and Costa (2020), Pereira (2019), and Soares (2020) converge in recognizing this organization as a key agent in the internationalization and transnationalization of policies, whether through regulation, transfer, dissemination, or convergence.

According to Maués and Costa (2020), the OECD has proposed numerous initiatives in the educational field, aiming to universalize basic education and expand access to higher education. These initiatives seek to shape a global citizen aligned with the perspective that education should function as a driver of economic growth, as advocated by the OECD and other International Organizations (IOs). Examples of such recommendations include:

Among the main recommendations of these organizations for education in the country are the implementation of a national curriculum and standardized assessments; the demand for a versatile professional capable of taking on various grades, subjects, and roles; the promotion of distance education; and the systematic reduction of public investments in the sector (Soares, 2020, p. 19).

Regarding the influence of the OECD in the field of education, one of its most significant initiatives was the creation of the Programme for International Student Assessment (PISA), which has become a global benchmark. This program has served as a guiding instrument for the regulation, monitoring, and direction of educational policies in numerous countries.

In consideration of the above, the general objective of this study was to analyze how the guidelines expressed in OECD documents contribute to the development of teacher training policies, both initial and continuing, in different national contexts.

Thus, the study adopted a qualitative approach, based on the interpretive analysis of texts produced by the OECD, aiming to uncover the explicit and implicit meanings contained within them. For this purpose, Content Analysis, as outlined by Bardin (2011), was employed to combine documentary and bibliographic research.

The methodological process of the study was structured into three stages: (1) pre-analysis, which consisted of selecting OECD documents related to teacher training; (2) construction of the discursive corpus, focusing on identifying the main terms, concepts, and expressions related to teacher training in the analyzed documents; and (3) interpretive analysis of the data, with emphasis on the explicit and implicit meanings present in the discourses.

During the pre-analysis stage, the OECD documents that formed the research corpus were selected, with an emphasis on the theme of teacher training and the time frame between 2010 and 2020. The collection of these materials was carried out on the official OECD iLibrary website

by navigating the Education section and reviewing titles that aligned with the theme. In this process, 11 documents were identified, which are presented in Table 1, listed and referenced based on free translations to enhance the organization and comprehension of the article.

Table 1 – Documents Selected for Analysis in This Study

OECD Documents		Publication Date
01	SCHLEICHER, A. (Ed.). <i>Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from Around the World</i> . Paris: Organisation for Economic Co-operation and Development, 2012. (International Summit on the Teaching Profession). [free translation].	June 7th, 2012
02	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). <i>Teachers for the 21st Century: Using Evaluation to Improve Teaching</i> . Paris: OECD, 2013. (International Summit on the Teaching Profession). [free translation].	April 15th, 2013
03	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). <i>Education at a Glance 2014: OECD Indicators</i> . Paris: OECD, 2014. [free translation].	September 9th, 2014
04	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). <i>Supporting Teacher Professionalism: Insights from TALIS 2013</i> . Paris: OECD Publishing, 2016. [free translation].	February 12th, 2016
05	SCHLEICHER, A. (Ed.). <i>Teaching Excellence through Professional Learning and Policy Reform: Lessons from Around the World</i> . Paris: Organisation for Economic Co-operation and Development, 2016. (International Summit on the Teaching Profession). [free translation].	February 22nd, 2016
06	GOMENDIO, M. (Ed.). <i>Empowering and Preparing Teachers to Improve Equity and Outcomes for All</i> . Paris: Organisation for Economic Co-operation and Development, 2017. (International Summit on the Teaching Profession). [free translation].	March 24th, 2017
07	SCHLEICHER, A. (Ed.). <i>Valuing Our Teachers and Raising Their Status: How Communities Can Help</i> . Paris: Organisation for Economic Co-operation and Development, 2018. (International Summit on the Teaching Profession). [free translation].	March 15th, 2018
08	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). <i>Effective Policies for Teachers: Insights from PISA</i> . Paris: OECD Publishing, 2018. [free translation].	June 11th, 2018
09	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). <i>Starting Strong: Improving Early Childhood Education and Care Systems</i> . Paris: OECD Publishing, 2019b. [free translation].	April 11th, 2019
10	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). <i>TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners</i> . Paris: OECD Publishing, 2019a. [free translation].	June 19th, 2019
11	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). <i>Lessons from COVID-19 for Education: A Policy Maker's Guide to More Resilient Education Systems</i> . Paris: OECD Publishing, 2020. [free translation].	December 15th, 2020

Source: prepared by the author 1 (2024).

In the second stage, based on the initial reading and understanding of the ideas presented in the documents, the analysis focused on identifying the discourses contained within them. Three recurring themes were identified: 1. Teacher Training: covering both initial and continuing education; 2. Teacher Professionalization and Career: focusing on professionalization, competencies, and skills; 3. Mechanisms of Control over Teaching Work: including evaluation and accountability, as well as the effectiveness and efficiency of teaching work.

From this, a discursive selection was made regarding these themes. However, given the limitations of this article, the study only addresses the theme "1. Initial and Continuing Teacher Training".

Finally, after selecting the most recurrent discourses (expressions, phrases, and words) related to the theme, the third stage involved the discursive analysis of the expressed content, which resulted in the present work.

The context of production of the documents or how the discourses of the OECD transform into itinerant policies.

Oliveira (2020) argues that itinerant policies have influenced educational reforms at the international level as a result of globalization processes. Furthermore, the author notes that the OECD has played a significant role in this process of policy circulation, as it provides objective information through documents that present statistical data and development indicators, enabling comparisons and rankings among policies. In her words, the author states that "the instruments produced by the OECD have become a crucial source of information and, at the same time, have served as a reference for countries to guide their national education policies" (Oliveira, 2020, p. 88).

Godinho (2018), Pereira (2019), and Maués and Costa (2020) also consider the production of policy documents containing frameworks of "best practices" and recommendations to be of great importance. According to Maués and Costa (2020, p. 104),

[...] the importance attributed by the OECD to education as a lever for a country's economic growth led the organization to create within itself a structure capable of addressing demands regarding the issue, conducting surveys, producing reports, and disseminating reference documents that can serve as a foundation for policy development in member countries, as well as in partner countries.

Through the development of studies and research, the OECD has produced and accumulated vast knowledge about education worldwide, covering specific countries and regions. In this regard, national and thematic assessments are addressed, along with the production of indicators. Therefore, it can be considered, according to Oliveira (2020, p. 101), that

[...] the OECD develops governance through numbers, spreading hegemonic logics that directly link the quality of education to economic value, reducing varied and complex social and cultural realities to numerical indicators, exerting strong influence over an increasing number of countries, extending beyond its member countries.

The author warns that, frequently, the data and indicators produced are used without considering any reference to the social, economic, historical, and cultural contexts of the

societies being compared. This practice tends to simplify complex realities, both social and cultural, into mere numerical indicators, which can compromise the analysis of the specificities of each context. As a result, educational policy approaches emerge that prove to be inadequate or ineffective in improving education in different parts of the world.

Thus, in seeking to identify the context of document production, it was found that, among the eleven analyzed, five were published as a result of the International Summits on the Teaching Profession (doc. 01, 02, 05, 06, and 07). From this, the study investigated how these events are conducted and how the discourses conveyed within them resonate among their participants.

According to Samouel (2024), Summits are meetings between heads of state and government, where matters of great importance are discussed. These meetings, which can be bilateral or multilateral, are often focused on specific themes that serve as a basis for direct dialogue between leaders, allowing for the negotiation of agreements and the making of strategic decisions on urgent issues. Wilson (2018) emphasizes that summit meetings are important for building trust and mutual understanding between the leaders of countries, particularly for resolving issues at the interstate level. Even when there are no immediate results, the symbolic value of the meetings is significant, as they demonstrate that governments are actively engaged in seeking solutions.

Between 2010 and 2020, the OECD, in partnership with other organizations, held eleven Ministerial Conferences/Summits/International Summits on the teaching profession. These events brought together education ministers, union leaders, and other professionals in leadership positions, such as school principals, pedagogical coordinators, or senior teachers, within educational systems recognized for their high quality or for demonstrating significant improvements. These conferences aimed to discuss new possibilities for public policy in the field of education. Topics related to the teaching profession were also addressed at these meetings, ultimately culminating in the development of reports on the state of the profession.

These reports make up a series of publications that have served as the basis for international discussions. Gomendio (2017) emphasizes that the OECD's database allows countries access to research data and guidance for the development of educational policies. Thus, the Summits become spaces of influence in the adoption of educational policies and teaching practices. According to Gomendio (2017), one of the secrets to the success of the summit agendas lies in the exploration of difficult and controversial issues, based on solid evidence provided by the OECD's own publications, which positions the organization as a global leader in data and international comparative analysis. However, Almeida, Viana, and Carvalho (2020, p. 65) highlight that, during the events,

[...] in a generic way, the issues raised are presented as urgent matters requiring collective reflection, problems that are made evident not only through propositions broadly presented as perceptions and representations of actors from various sectors (political, academic, professional), but also heavily relying on expert knowledge, produced through large-scale studies developed under the auspices of the OECD.

The aforementioned authors emphasize that, from the preparation of the documents that underpin the Summits, the OECD reiterates the urgency of reforms in educational systems on a global scale, in line with the concerns that guide the organization of the meetings. According to the OECD, these reforms mainly aim to “ensure better preparation of children for the increasingly demanding challenges of life and work in the 21st century” (Schleicher, 2012, p. 3). Almeida, Viana, and Carvalho (2020) highlight that this narrative reinforces the idea that the educational challenges of the 21st century require new approaches to teaching and learning, as well as a redefinition of the roles of teachers and students, which differ from those traditionally assigned.

Oliveira (2020, p. 104) states that “[...] in these policies aimed at reforming education, teachers are key figures, and teacher training has become the main concern of reform efforts.” In this context, the focus is on how to prepare teachers to meet the reform objectives, enhancing their practices to produce more effective teaching aimed at improving student performance in PISA and national tests.

The transformations resulting from this process have impacted the ways in which professionalism and teaching practices are defined and assessed, demonstrating the explicit intention of the Summits to identify and implement strategies to improve the quality of education and enhance teaching practices from a global perspective. This means that approaches related to teacher training and evaluation are being adjusted to align with global goals, directly influencing how teachers' work is defined and measured in different contexts worldwide.

Moreover, this process of redefining and evaluating teacher professionalism, driven by the Summits, has occurred beyond the borders of OECD member countries, extending beyond their territorial areas. The documents frequently highlight the organization's interest in monitoring and influencing educational policies in other countries.

Although the OECD is predominantly composed of developed countries, its collaboration with emerging nations reveals the intention to integrate these economies into global standards of quality and educational efficiency. The aim is to ensure that educational reforms are aligned with international best practices and that the educational systems of these countries adapt to global demands and goals.

In this context of collaboration, the OECD has a history of working with emerging nations, such as Brazil. The organization's documents frequently mention the country, reflecting the agency's interest in influencing its educational policies. According to the OECD (2024), since 1999, Brazil has been invited to all of its ministerial meetings, alongside China, India, Indonesia, and South Africa. Notably, in 2022, Brazil became an official candidate for OECD membership.

The OECD (2024) notes that Brazil is an active partner, participating in various initiatives. These include analyzing educational policies, reviewing education systems, participating in research, and conducting comparative studies. According to the OECD institutional website:

Brazil has more partnerships with OECD bodies and adheres to more of its instruments than any other non-member country. Brazil is also widely integrated into OECD's information systems and statistical reports: it has completed 10 OECD Economic Surveys and a large number of sector-specific peer reviews (OECD, 2024).

According to the agency, Brazil's presence in publications is significant, as the country, being the largest economy in Latin America, holds importance in regional education. The OECD uses its analyses to shape public policy formulation in the country, proposing recommendations based on internationally recognized best educational practices.

According to the records of International Education Forums, consulted on the OECD, UNESCO, and Ministry of Education (MEC) websites, Brazil has participated in three summits over the years. The country positioned itself as a partner in: the World Education Summit (Dakar, 2000), also known as the World Conference on Education for All, where the Dakar Goals were defined; the International Summit on Education and Sustainable Development (Bonn, 2009), focused on education for sustainable development; and the International Summit on the Teaching Profession (Berlin, 2016), centered on teaching excellence through professional learning and policy reforms.

In summary, the analysis of the selected documents revealed that Brazil has varied its level of participation in international education summits and meetings. This includes everything from signing global commitments to advocating for national interests, as well as technical cooperation and the formulation of educational policies within a global context.

The OECD (2016) acknowledges that governments have increasingly relied on international comparisons of educational opportunities and outcomes as they develop policies to improve social and economic prospects. In this regard, the organization claims to contribute to decision-making by local governments by developing and analyzing internationally comparable quantitative indicators. Therefore, these indicators, along with the analysis of

national policies promoted by the OECD, can be used to help governments build “more effective and equitable educational systems”.

Teacher training as viewed by the OECD

Teacher training in this study refers to the various aspects of teachers' professional development throughout their careers. That is, it encompasses everything from initial training to the ongoing development of their skills and knowledge, thus promoting continuous learning with the aim of improving teaching practices and responding to advancements in the field of education.

The OECD considers teacher training an essential element in ensuring the quality of education and promoting economic and social development. In its reports and recommendations, teacher training is treated as a key tool for enhancing educational systems and, consequently, the competitiveness of countries.

As a result, the OECD emphasizes the importance of continuous and high-quality teacher training, which should not be limited to the initial preparation phase but should extend throughout the teaching career. For the organization, teachers should be encouraged to participate in professional development activities that involve not only acquiring technical knowledge and skills but also adapting to new pedagogical methods, the use of educational technologies, and addressing emerging social issues in the classroom.

Moreover, the OECD highlights that teacher training must align with the demands of the 21st century. This implies the need, among other things, to develop certain competencies such as promoting critical thinking, the ability to collaborate, and problem-solving skills.

The documents analyzed in this study outline a series of discourses about teacher training, which led to their compilation and systematization, and these will be presented below.

The OECD's discourses on initial teacher training

O D 01 (Schleicher, 2012) highlights the importance of teacher training in addressing the challenges of the 21st century. For this reason, it emphasizes that teachers should be highly qualified professionals, capable of adapting to different realities and leading innovations that enhance learning efficiency.

The text also advocates for initial training to be practice-oriented, aiming to prepare educators to operate in complex and diverse environments, enabling them to face the rapid changes in the labor market. Simultaneously, it recommends that, for teachers to keep pace

with these changes and lead educational innovations throughout their careers, continuous professional development is essential.

Furthermore, the report suggests that teacher training programs should be evidence-based and aligned with international best practices, ensuring high-quality education. On the other hand, the need to align pedagogical goals with strategic resource management and to connect school leaders to ensure that education meets the objectives of education systems—promoting outcomes, equity, and accountability—is also emphasized in the OECD document.

In summary, the document proposes a reevaluation of educational practices, prioritizing innovation and the development of skills that prepare students for a dynamic future, with teachers acting as agents of change within educational systems.

The **D 02** (OECD, 2013), in turn, also underscores the importance of teachers as the most valuable resource in contemporary schools. It emphasizes that improving the effectiveness, efficiency, and equity of education depends on ensuring that competent individuals choose the teaching profession and that teaching is of high quality to benefit all students.

To build a high-quality teaching profession, the text suggests implementing a series of interrelated and mutually reinforcing policies, such as career attractiveness, initial training and ongoing support, evidence-based professionalism, continuous professional development, appealing working conditions, support, and involvement in educational reform. According to the document, constructing a high-quality teaching profession requires an integrated approach that values, supports, and develops teachers, preparing them to deliver effective and high-performing teaching.

The OECD considers high-quality initial training an indispensable foundation for teacher development. In **D 03** (OECD, 2014), it highlights that this phase is crucial for establishing the knowledge, skills, and values to be applied throughout a teaching career. During this stage, future educators develop mastery of content and pedagogical skills necessary to create effective and inclusive learning environments. However, the OECD recognizes teacher training as a continuous process, where lifelong professional development ensures the effectiveness and quality of educators.

Regarding **D 04** (OECD, 2016), it is noted that the increasing demand for a skilled workforce in the global economy requires new competencies from educators. Under these circumstances, teacher professionalism is seen as a key strategy for educational reform, as it is believed to improve teaching quality, enhance teacher status, satisfaction, and effectiveness.

For the OECD, initial training should be regarded as the cornerstone of teachers' career development and should include: 1) a solid foundation of pedagogical knowledge and practical skills; 2) integration of theory and practice; 3) preparation for lifelong learning; and

4) contextualization and flexibility to address both local and global realities. These elements highlight the importance of initial training not only for teachers' early roles but also for their ongoing professional development.

In this context, the document recommends that teacher professionalism encompass three domains: knowledge base, autonomy, and collaborative networks. Accordingly, the knowledge base should ensure that educators possess the skills for effective practices from the outset of their careers; autonomy, in turn, should enable them to make independent decisions about their pedagogical approaches; while peer networks are highly beneficial for promoting collaboration and the exchange of best practices.

The document suggests that educational policies should ensure the participation of prospective teachers in initial training programs. It even recommends policymakers expand induction programs aimed at facilitating new teachers' integration into the school environment, helping them handle the demands of teaching from the beginning of their careers. Additionally, the text advises strengthening mentoring programs, where more experienced teachers provide guidance and ongoing support to beginners, offering assistance in developing pedagogical skills and adapting to the professional environment. According to the OECD, this integration contributes to an education system better adapted to contemporary needs.

The **D 05** (Schleicher, 2016) reaffirms the significance of initial teacher training, emphasizing the importance of continuous and integrated professional development. It reiterates, as stated in other documents, that initial training should not be seen as an endpoint but rather as the beginning of a lifelong learning journey. This process involves providing a solid foundation that facilitates lifelong learning, incorporating a set of knowledge and skills such as pedagogical content, communication and organizational abilities, as well as attributes like self-efficacy and motivation. These are fundamental aspects to ensure that teachers feel prepared to begin their teaching practice and can adapt and grow throughout their careers.

The **D 06** (Gomendio, 2017) highlights the centrality of teachers' work in improving equity and educational outcomes. It argues that, given the current reality of rapid transformations and technological advancements, teachers must be prepared to equip students to face future challenges. From this perspective, initial training is considered the first step, the foundational basis for ensuring that teachers are well-prepared to promote educational equity and excellence from the start of their careers.

Additionally, the document underscores the importance of high-quality initial training to prepare teachers for classroom challenges, addressing three main aspects: the quality of training, the integration of practice and theory, and the selection and recruitment of

candidates. In this regard, the quality of initial training should be rigorous and well-structured, combining pedagogical theory with teaching practice. By doing so, it ensures that future teachers not only acquire theoretical knowledge but also internalize essential practical teaching skills, enabling them to apply their learning in real-world contexts.

Another recommendation in the document is the selection and recruitment of qualified candidates. However, concerns have been raised in some countries about how to attract new teachers. In Brazil, for example, recent data indicates significant difficulties in attracting and retaining educators. The lack of social recognition of the profession, inadequate compensation, high stress levels, and excessive workloads discourage young individuals from entering the teaching profession, as highlighted in D 10 (OECD, 2019).

Another factor exacerbating the situation is the aging teaching workforce, with approximately 23% of Brazilian teachers aged 50 or older, requiring the renewal of a quarter of the workforce within the next decade (OECD, 2024). These factors suggest that, without strategic interventions to enhance the profession's attractiveness—such as better salaries, professional development opportunities, and recognition—Brazil will continue to struggle to recruit and retain qualified educators. This indicates that, despite OECD recommendations, local realities and peculiarities must also be considered when implementing new policies in individual countries.

The **D 07** (Schleicher, 2018) also emphasizes the importance of high-quality initial teacher training to prepare teachers for classroom challenges. In this regard, it highlights three aspects considered as key: the quality of initial training, the integration of practice and theory, and the selection and recruitment of candidates.

Regarding the quality of initial training, it suggests that training programs should be rigorous and well-structured, effectively combining theory and practice. It advocates for a strong integration between pedagogical theory and teaching practice to provide prospective teachers with concrete opportunities to apply what they learn in real classroom contexts.

Concerning the selection and recruitment of teachers, it stressed the importance of attracting high-quality candidates to initial training programs through well-defined and rigorous selection processes.

The **D 08** (OECD, 2018) analyzes educational policies to improve teaching quality, emphasizing the importance of solid initial training for teachers. In the report, the OECD suggests that initial teacher training should be based on three pillars: 1. Quality of Initial Training: Training must ensure that teachers enter the profession with the necessary skills to face the challenges of teaching, combining pedagogical theory with practical experience. 2. Practical Experience: The inclusion of supervised internships is seen as essential, allowing

future teachers to gain experience before assuming full responsibilities in the classroom. 3. Selection and Recruitment: The selection of candidates for training programs must be rigorous, ensuring that those with the greatest aptitude for teaching are chosen.

The report points out that educational systems with better performance in PISA have rigorous training programs that combine theoretical knowledge with supervised practical experience in the classroom. Typically, candidates with solid academic knowledge and interpersonal skills are selected, suggesting that PISA can serve as a basis for inspiring the formulation and implementation of educational policies.

The **D 09** (OECD, 2019) discusses the complexity of modern expectations regarding the teaching profession and the need to enhance its initial training. In other words, it highlights the importance of understanding the professional competence of teachers as a multifaceted concept and suggests that improving the quality of the teaching workforce should be an essential political priority, with the definition of the knowledge and competencies required for future educators.

The report also proposes strategies to improve initial teacher training, emphasizing an evidence-based educational system. It recommends that teacher training institutions create a solid knowledge base and generate evidence to support effective practices. One proposal is to integrate new evidence and teaching models into curricula, ensuring that research is applied to teaching practice through an updated curriculum.

Furthermore, the document emphasizes the role of policymakers in promoting updated curricula, facilitating dialogue among stakeholders, and establishing clear professional standards by defining the skills required for future teachers. There is a suggestion to create a national research strategy for teacher training, supporting research partnerships and centers of excellence.

In summary, the report emphasizes the urgency of improving initial teacher preparation to meet the complex expectations of modern education. It therefore proposes the integration of new evidence and pedagogical models, alongside accountability measures such as assessments and improvements in career plans, as essential for raising the quality of the teaching workforce.

The **D 10** (OECD, 2019) does not specifically address initial teacher training but focuses on several key aspects: 1. Professional Development: The International Teacher and Leadership Survey (TALIS) examines how teachers and school leaders continue to learn and grow throughout their careers, emphasizing the significance of ongoing professional development. 2. Teaching and Leadership Practices: The report evaluates teaching practices and leadership approaches within schools, highlighting their impact on student learning

outcomes. 3. Working Environment: It explores teachers' working conditions and how these conditions affect teaching effectiveness and professional satisfaction.

While the document does not directly discuss initial teacher training, it offers valuable insights into teachers' experiences and their professional development needs after completing initial training.

The **D 11** (OECD, 2020) addresses initial teacher training in light of lessons learned during the Covid-19 pandemic, with a focus on preparing future teachers to cope with crises and uncertainty. This approach is justified as the pandemic highlighted the need to integrate greater emphasis on flexibility, pedagogical innovation, and distance learning skills into the initial teacher training curriculum. In response, the document suggests that initial teacher training should include the development of digital skills, the ability to adapt teaching to different contexts, and preparation for the effective use of educational technologies.

Some of the recurring ideas found in the OECD's discourse on initial teacher training include the following:

Table 2 – Recurring Ideas from the OECD on Initial Teacher Education

RECURRING IDEAS		DISCOURSES
01	Practice-oriented and evidence-based training	The OECD highlights the need for initial teacher training to be practice-oriented and based on the best international practices, effectively integrating theory and practice.
02	Pedagogical adaptation and innovation	Teacher training should prepare educators to adapt to rapid changes in the educational context and to lead innovations that promote efficiency, equity, and innovation in the teaching-learning processes.
03	Competencies and skills	Initial teacher education should prioritize the development of essential pedagogical skills and competencies. Examples include flexibility, pedagogical innovation, the use of educational technologies, digital skills, and the ability to adapt the curriculum to meet the needs of students.
04	Quality of education and professionalism	The OECD emphasizes the importance of quality in initial teacher education, proposing a high standard that ensures the creation of a solid foundation of knowledge and skills for future teachers, with a focus on educational effectiveness, efficiency, and equity.
05	Mentoring and Continuous Professional Development	Induction and mentoring programs aim to support teachers throughout their professional journey, fostering continuous development aligned with educational changes and innovations.
06	Responsibility and professional standards	The organization also emphasizes the need to establish clear standards of competence and accountability systems. Thus, continuous improvement of teaching quality is encouraged through assessments and incentives.
07	Integration of new evidence	The OECD suggests that the teacher training curriculum incorporate new evidence and pedagogical models, promoting an updated knowledge base that includes the latest research on effective educational practices.
08	Recruitment of high-quality teachers	Attracting high-quality candidates to the teaching profession is seen as an essential goal, reinforcing the centrality of teacher selection and recruitment to ensure the continuous improvement of the teaching workforce.

Source: prepared by the author 1 (2024).

In summary, the OECD advocates for a teacher training approach that prioritizes the practical application of knowledge, pedagogical innovation, and the continuous professional development of teachers. This perspective seeks to constantly improve the quality of education while promoting equity and efficiency in educational systems.

It can be concluded that the analysis of the OECD's discourse on initial teacher training reveals that the organization adopts a strategic perspective, viewing education globally. This means that the OECD's recommendations are not limited to local or regional contexts, but aim to create standards and practices that can be applied across different countries, taking into account the needs and challenges of the global education system. This strategic vision includes the training of teachers capable of meeting the demands of a rapidly changing world, where innovation and adaptation are essential.

The OECD's discourse on continuous teacher training

The OECD emphasizes the relevance of continuous, high-quality professional development that extends beyond initial preparation and continues throughout teachers' careers. Furthermore, it advocates for teachers to be encouraged to participate in ongoing professional development activities, which encompass not only the expansion of knowledge and technical skills but also adaptation to new pedagogical methodologies, the use of educational technologies, and addressing emerging social issues in the school context.

In **D 01** (Schleicher, 2012), although the main focus is on global reforms and practices regarding initial teacher training and school leadership, continuous professional development is highlighted as essential for quality education. The text emphasizes that teachers must continue learning throughout their careers to adapt to new educational and technological demands.

Some important points related to continuous professional development include: 1. Continuous professional development: Teacher training should be seen as a cycle that encompasses both initial and ongoing training, allowing for learning throughout one's career. 2. Institutional and governmental support: Continuous professional development must be supported by educational policies that encourage collaborative learning and the development of leadership and innovation skills.

The document emphasizes that, to address the challenges of the 21st century, teachers need robust initial training and opportunities for continuous professional development. According to the OECD, continuous professional development creates a teaching workforce

capable of leading the education of the future and adapting to the rapid changes in the global educational landscape.

The **D 02** (OECD, 2013) emphasizes that continuous professional development for teachers should be designed to improve the quality of education and support the professional development of educators. The document highlights the following key points: 1. Connection with teachers' needs: Continuous professional development should be aligned with the specific needs of teachers, including the school context in which they work, the demands of students, and changes in educational policies. 2. Integration with teacher evaluation: The document advocates that teacher evaluation should not be an end in itself, but rather a tool to identify areas for professional development, provide useful information, and guide teachers in their training trajectories. 3. Learning throughout the career: Continuous professional development should be seen as an ongoing process that takes place throughout a teacher's career. This includes regular training opportunities, reflection on teaching practice, and updates on new methodologies and educational technologies. 4. Professional collaboration: The document values collaborative learning, emphasizing that professional development is more effective when teachers have opportunities to work together, share experiences, and learn from each other. 5. Encouragement of evidence-based practices: Continuous professional development should include content that promotes evidence-based teaching practices, helping teachers adopt more effective approaches to improve student learning. 6. Institutional support: For continuous professional development to be effective, support from schools and educational systems is necessary. This includes funding, access to resources, time allocated for training, and policies that encourage active teacher participation.

In summary, the document reinforces the idea that continuous professional development is a key component in building high-quality educational systems, contributing to the enhancement of teachers' competencies and, consequently, improving educational outcomes.

The **D 03** (OECD, 2014) highlights that economic and social transformations have increased the need for high-quality education. In this regard, it is essential that countries ensure all students receive quality teaching, which is directly related to the role of teachers in improving schools.

In this report, the OECD emphasizes that, for the success of educational institutions, it is crucial to have competent and motivated professionals, which requires governments to attract and retain these educators. Thus, the idea advocated is that professional development activities, or continuous training, go beyond daily practices. This means that the systematic

growth of educators should be promoted, aiming to enhance skills and knowledge through courses, workshops, collaboration among colleagues, and professional networks.

On the other hand, **D 04** (OECD, 2016) addresses continuous teacher training indirectly, focusing primarily on the analysis of data from the TALIS (2013) survey, which examines aspects of the teaching profession such as professional development and school culture.

The report only presents data on teachers' participation in professional development activities and discusses how different types of training can impact teaching practice, especially when tailored to the needs of educators. Additionally, it highlights that participation in continuous training is influenced by institutional factors, such as support from school administration and organizational culture, suggesting that the activities should be relevant and applicable to help teachers face daily challenges.

D 05 (Schleicher, 2016) presents continuous teacher training as essential for professional development and teaching effectiveness, proposing that it should be viewed as a dynamic process involving training, practice, and feedback, with adequate support and time for follow-up. According to the document, this approach ensures that teachers remain continuously updated and prepared for rapid changes in education, being closely tied to teaching responsibilities and school goals, focusing on improving educational outcomes.

Finally, the report concludes that while initial training establishes a solid foundation for professional development, continuous training should provide ongoing and adaptable support, promoting a culture of growth and excellence in teaching practice.

D 06 (Gomendio, 2017) emphasizes continuous professional development as essential for teachers' professional growth. It argues that, in a constantly changing field, teachers must have access to continuous learning opportunities. This training is a key tool for enhancing practices, meeting new educational demands, and contributing to improved school outcomes and the promotion of equity. The document argues that a strong initial education, coupled with a commitment to continuous training, is fundamental for enabling teachers to face the challenges posed by contemporary education, thereby promoting more effective learning outcomes. From this perspective, investing in the professional quality of educators is a crucial political strategy for the OECD.

Furthermore, the OECD suggests that educational systems should balance excellence and equity. Excellence ensures high learning standards, while equity guarantees access to quality educational opportunities for all students, regardless of their socio-economic backgrounds. Thus, strengthening the professional quality of teachers is an important strategy to build educational systems that ensure continuous access to professional development, enhance student learning, and provide a fair and quality education for all.

D 07 (Schleicher, 2018) highlights the urgency of transforming teaching into a profession that values advanced and widespread knowledge. Therefore, it is necessary to valorize it and advance pedagogical knowledge, as well as support the continuous development of teachers, improving both the educational experience and the students' academic outcomes. Professional competence is defined as teachers' ability to meet complex demands by utilizing a variety of psychosocial resources. Learning opportunities, therefore, should not only expand knowledge about subjects and pedagogy but also contribute to shaping beliefs about teaching and motivational aspects, which are essential for effective decision-making in the classroom.

In this regard, regarding continuous professional development, the document mentions four aspects: a) Continuous professional development: essential for adapting to new educational demands and improving practices. b) Support and resources: suggests that governments and schools provide the necessary resources and time for continuous professional development. c) Collaborative learning: recommends that training activities encourage collaboration and the exchange of experiences among teachers. d) Assessment and feedback: training should include mechanisms for teachers to reflect on their practices and identify areas for improvement.

D 08 (OECD, 2018) recommends that teachers be curious professionals and lifelong learners, emphasizing the importance of continuous professional development. Educators should constantly seek new ideas and pedagogical approaches to improve their skills and set an example for their students. In this direction, continuous professional development helps teachers adapt to changes in pedagogical practices, technologies, and student needs.

In the document, continuous professional development should include: 1. Professional Development throughout the Career: Countries should provide opportunities focused on pedagogical skills, subject-specific content, and classroom management. Effective policies must integrate continuous training programs into teachers' work, preparing them for the challenges of the 21st century. 2. Collaborative Learning: Collaboration among teachers, enabling them to share best practices and participate in support networks, is crucial for improving teaching practices and student performance. 3. Access to Relevant and Quality Training: It is essential to ensure that teachers have access to continuing education programs that meet local needs and enhance the quality of teaching.

In summary, the report highlights that both initial and continuous training are fundamental for teacher effectiveness and the performance of educational systems. Countries with strong PISA results often implement effective policies that value teacher training and continuous career development.

D 09 (OECD, 2019), while briefly mentioning the importance of continuous training, primarily focuses on initial preparation. Although continuous training is not the central focus, the document acknowledges that high-quality initial preparation must be complemented by professional development opportunities throughout a teacher's career. However, it signals that continuous training should be tied to practical needs and classroom realities, but this aspect is not explored in depth.

D 10 (OECD, 2019), emphasizes that both educators and school leaders should be lifelong learners. According to the document, the concept of Continuous Professional Development (CPD) assumes that educators' professional needs evolve throughout their careers, and it is essential for educational authorities and governing bodies to accurately identify these needs to ensure access to relevant training.

CPD is highlighted in the report as a key element in the success of any significant educational reform. Thus, such activities allow teachers to acquire the necessary skills to become critical and well-informed recipients of policy changes. By offering learning opportunities and continuous improvement, CPD should be an integral part of the professionalization of the teaching workforce.

The document states that the inclusion of CPD as an indicator of the United Nations Sustainable Development Goals (SDGs) reflects its growing importance in teacher development. UNESCO defines participation in CPD activities as a means of monitoring progress toward Target 4.c, which aims to increase the supply of qualified teachers by 2030, particularly in developing countries and small island states.

According to the document, effective CPD programs have the potential to positively impact teachers' skills, dispositions, classroom practices, and beliefs, while also fostering professional learning communities.

Broadly speaking, CPD is not merely a supplement to educators' careers; it is a foundational element that supports and drives educational progress.

D 11 (OECD, 2020) addresses the need to rethink education in light of the challenges posed by the pandemic. The crisis highlighted the importance of adapting educational systems to make them more resilient to both immediate and long-term challenges. For instance, one key lesson is the necessity for educators to develop new skills and updated knowledge to meet emerging educational priorities.

In summary, the report emphasizes that the pandemic has accelerated the preparation of educational systems for scenarios of uncertainty, ensuring that teachers are equipped to handle crises and transformations. The document suggests adopting

innovative and flexible approaches, enabling educators and policymakers to create learning environments that thrive in times of change.

Regarding continuous professional development, the document underscores the importance of CPD as a response to the rapid changes in the educational landscape. During the pandemic, many teachers had to quickly acquire new skills, such as using digital tools and adapting practices for remote teaching. The report recommends that educational systems invest in flexible CPD programs focused on emerging needs, enabling teachers to enhance their skills and adapt to new realities.

From the most recurring ideas found in OECD discourses on teacher continuous professional development, we have compiled the following:

Table 3 – Recurring Ideas from the OECD on Teacher Continuous Professional Development

RECURRING IDEAS		DISCOURSES
01	Institutional and Governmental Support	It is important for educators to have access to continuous learning opportunities to stay updated. Institutional and governmental support is essential to promote and facilitate teachers' continuous professional development.
02	Continuous Professional Development Cycle	Continuous professional development should be understood as an ongoing process that accompanies a teaching career and is not limited to initial training.
03	Response to Social and Economic Transformations	The growing complexity of social and economic demands requires high-quality education, making continuous professional development even more relevant.
04	Relevance of Professional Development Activities	Continuous professional development activities should be relevant and applicable, aiming to help teachers address the practical challenges of everyday teaching.
05	Development of Professional Skills	The development of teachers' professional skills is directly linked to the improvement of pedagogical practices and, consequently, educational outcomes.
06	Dynamic Process	Continuous professional development should be seen as a dynamic process that involves training, practice, and feedback, with appropriate support.
07	Focus on Improving Educational Outcomes	Continuous professional development should aim at improving academic outcomes and promoting equity, ensuring better results for all students.
08	Collaboration and Learning Culture	Continuous professional development should encourage collaboration among teachers in order to promote a culture of collective learning.
09	Importance of Continuous Professional Development (CPD):	Effective CPD programs have the potential to positively impact teaching practices and teachers' beliefs, as well as contribute to professional learning communities. This is essential for the success of significant educational reforms, helping teachers become critical recipients of policy changes.

Source: Prepared by the author 1 (2024).

Through recurring discourses, the OECD advocates for a systematic approach to teacher professional development, involving the implementation of a structured and coherent set of principles, practices, and policies to ensure effective and sustainable professional growth. This approach aims not only to enhance educators' skills but also to ensure that teacher training contributes to strengthening a high-quality education system capable of effectively addressing the social and economic challenges of the 21st century.

Conclusions

The results obtained in this research, by analyzing the documents issued by the OECD and the influence of its discourses on educational policies, reinforce the need to prioritize both initial and continuous teacher training. In this way, the OECD emphasizes the importance of continuous, high-quality teacher development, with a particular focus on the integration of theory and practice in initial training and the ongoing professional updating of educators.

The OECD outlines two main guidelines for teacher training: 1. **Adjusting Training to Current Demands**, which includes: a) Incorporation of New Technologies: Training should include the use of digital technologies, enabling educators to integrate them pedagogically to enhance student learning. b) Inclusive and Equitable Education: Teachers should be prepared to address diversity in classrooms, ensuring that all students have access to quality education, regardless of their circumstances. 2. **Pragmatic and Evidence-Based Approach**, which includes: a) Integration of Theory and Practice: It is essential for training to combine theory and practice, allowing educators to apply concepts in real situations. b) Development of Competencies: Training should focus on developing skills that prepare educators to face the challenges of contemporary education, with practices grounded in evidence. In concise terms, the OECD recommends teacher training that emphasizes pedagogical practice to meet the demands of the globalized world.

The OECD assigns a strategic role to teacher training, both in improving education and in advancing the economic and social development of nations, establishing a clear connection between the quality of teacher training and global competitiveness. To this end, it emphasizes that creating an effective and resilient teaching workforce requires high-quality initial training that integrates pedagogical, social, cultural, economic, and technological aspects. According to the OECD, this solid foundation enables teachers to respond quickly and appropriately to the demands of contemporary society.

At the same time, it highlights the need for continuous professional development, ensuring that educators can adapt to the ever-changing educational and social landscape. Thus, the combination of rigorous initial training and continuous professional development opportunities is considered essential for preparing teachers to face the challenges of modern education.

The logic promoted by the OECD is that education should foster adaptability and the development of skills for new contexts. From this perspective, educational policies must prepare schools to train students for occupations that do not yet exist, solve social challenges that have not yet emerged, use technologies that have not yet been invented, and live in an increasingly interconnected world. In other words, for the OECD, the current social function of education is to prepare individuals to adjust to the demands of a globalized world.

The educational policies advocated by the OECD aim to strengthen the development of new skills to improve educators' professional knowledge, which requires an innovative approach to learning and teaching, as well as a different type of teacher. In this regard, the OECD emphasizes the importance of enhancing pedagogical practices by focusing on the development of teachers' professional competencies.

The alignment of educational systems with new demands is, therefore, considered by the OECD as an essential factor. It believes that shaping the profile of teacher training and development in line with global expectations for competitiveness and educational quality will contribute to the economic growth of nations. The OECD's efforts, in this sense, are directed towards a primary goal: ensuring that public policies are based on solid and globally standardized evidence. The organization advocates for policymakers to adopt best practices, based on data it deems reliable and internationally comparable.

Thus, to disseminate its ideas, the OECD has promoted initiatives aimed at spreading and establishing consensus around its guidelines. By producing and disseminating discourses supported by the apparent credibility of its data and research, it exerts significant influence on decision-makers, convincing them to adjust their internal educational policies to align with its guidelines and interests.

This dynamic of idea dissemination also explains the growing itinerancy of educational policies. By promoting the circulation of policies through its research and publications, the OECD spreads models considered successful in certain contexts, encouraging their replication in other, distinct scenarios. This movement legitimizes the notion that universal educational solutions can be transferred between different realities, even if they do not always account for the cultural and social particularities of each country, reinforcing the idea of globally aligned education. Therefore, the organization not only sets the global agenda for education but also

standardizes educational responses, prioritizing a vision of efficiency and productivity that aligns with its own economic and ideological interests, sustaining more effective and coherent governance across nations.

The idea propagated by the agency, that educational performance is essential for economic growth, is widely supported by various reports and studies. In light of this, the OECD has made continuous efforts to develop indicators in promising areas, in addition to investing in conceptual work and programs such as PISA and TALIS, providing valuable insights for policymakers to address educational challenges. This demonstrates that, in collaboration with member countries, partners, and international entities, the OECD works to strengthen the connection between political needs and internationally comparable data (OECD, 2014; 2019). As a result, the OECD's guidelines have directly influenced the formulation of educational policies in several countries.

In this sense, teacher training is not focused on building critical and innovative pedagogical practices. Instead, it serves as a means of producing compliance with global standards and metrics. By placing great importance on the relationship between educational performance and economic growth, the OECD reinforces the idea that improving education is essential for both social development and economic prosperity. By emphasizing the need for accurate data and rigorous analyses to guide policies that improve student outcomes, it highlights the link between the quality of education and economic development.

The emerging critique is that the OECD's stance on teacher training can be seen as a deliberate attempt to integrate education into a broader global governance agenda that emphasizes goal achievement and efficiency at the expense of critical pedagogy, professional autonomy, and engagement with local realities. From this perspective, education is reshaped to meet the demands of the neoliberal model, prioritizing efficiency, competitiveness, and adaptation to economic needs, rather than core values for a holistic education, such as equity and civic education. In other words, instead of empowering teachers as agents of social change, the proposals suggested by the OECD may contribute to their deprofessionalization and subordination to an educational system that prioritizes productivity and economic competitiveness.

Policies that emphasize adaptability may undermine the role of education as a space for critical reflection and social questioning, limiting the potential to foster an education that promotes independent thinking and the holistic development of students. This means that, instead of encouraging education aimed at critical citizenship, the model produces individuals who adapt to market demands, prioritizing technical and behavioral skills that respond to immediate economic needs, devaluing emancipatory and humanistic knowledge, and creating

an instrumentalized education limited to objectives of productivity and competitiveness. The greater risk, therefore, is that education becomes a means of reinforcing inequalities and perpetuating the logic of control and adaptation to neoliberal structures, rather than promoting a more just, critical, and democratic society.

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