TALIS 2013 Results
An international perspective on teaching and learning

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EUNEC Conference

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TALIS in Brief

Over 100 thousand randomly selected lower secondary teachers and their school leaders from over 6500 schools

…representing more than 4 million teachers in 34 countries…

…took an internationally-agreed survey about the working conditions and learning environments in their schools…

…responding to questions about their background, their teaching practices, support and development, their relationships with colleagues and students and the leadership in their schools

TALIS seeks to help with …

Improve the societal view of teaching as a profession

Recruit top candidates into the profession

Developing Teaching as a profession

Retain and recognise effective teachers – path for growth

Support teachers in continued development of practice

Overview of TALIS

The Learning Environment: Characteristics of Teachers and Schools

Improving Teaching Using Appraisal and Feedback

The Importance of School Leadership

Examining Teacher Practices and Classroom Environment
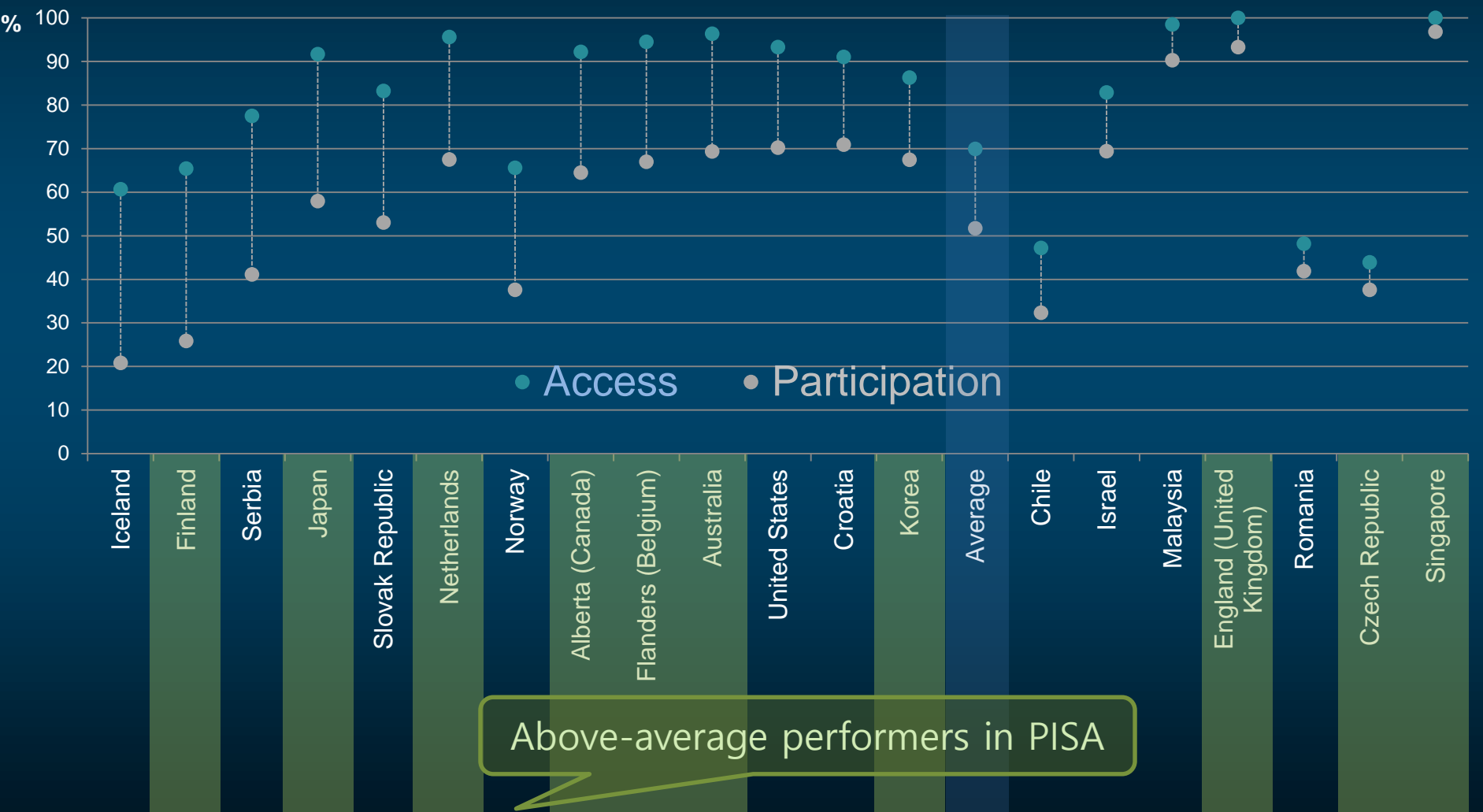
Developing and Supporting Teachers

Teacher Self-Efficacy and Job Satisfaction: Why they Matter
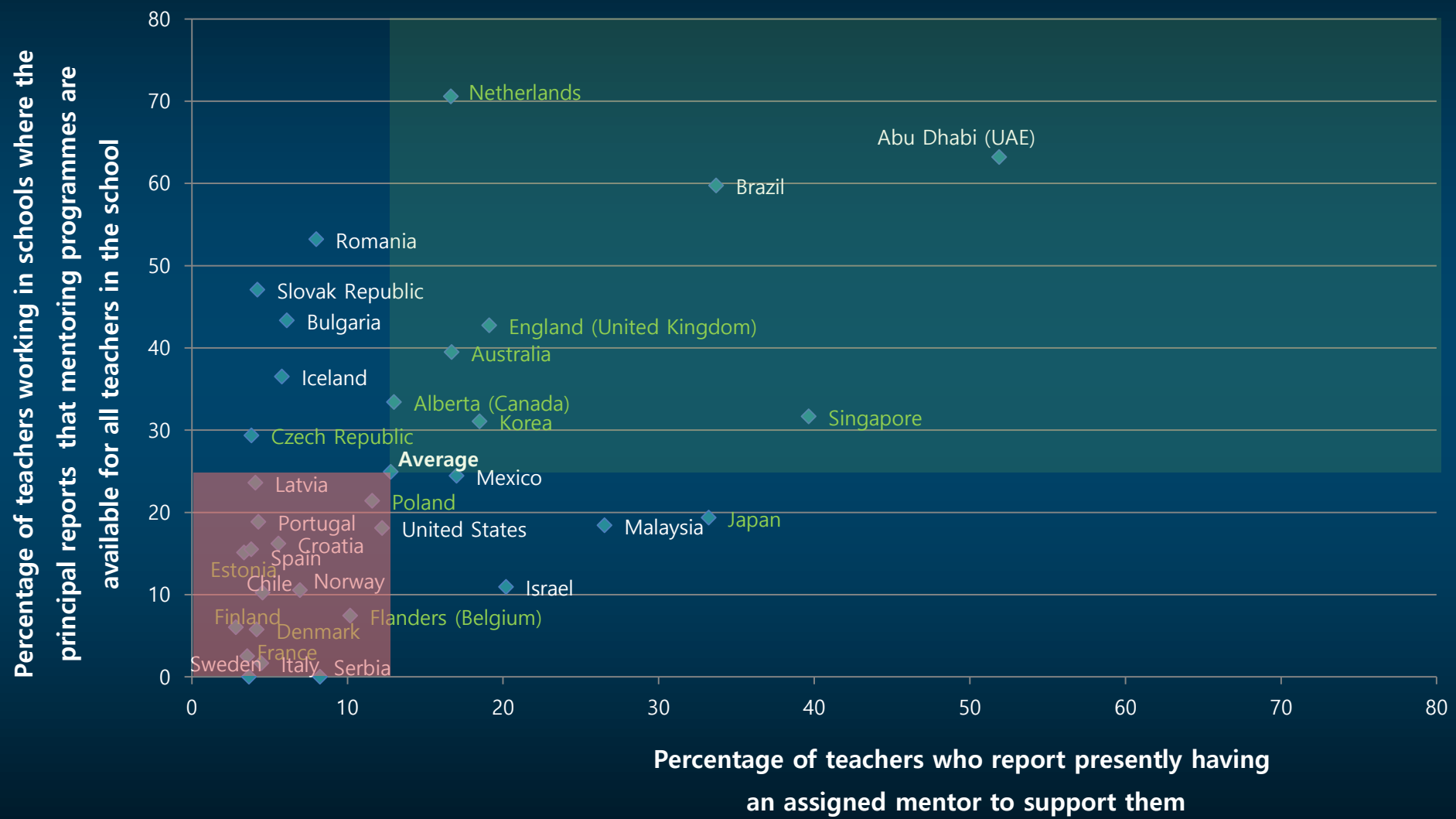
Developing and Supporting Teachers

Not everywhere where induction programmes are accessible do teachers use them

Percentage of lower secondary teachers with less than 3 years experience at their school and as a teacher, who are working in schools with the following reported access to formal induction programmes, and their reported participation in such programmes

Above-average performers in PISA

Not everywhere where principals say mentoring is available do teachers have mentors

Percentage of teachers working in schools where the principal reports that mentoring programmes are available for all teachers in the school (y-axis)

Percentage of teachers who report presently having an assigned mentor to support them (x-axis)

Netherlands, Abu Dhabi (UAE), Brazil, Romania, Slovak Republic, Bulgaria, England (United Kingdom), Australia, Iceland, Alberta (Canada), Korea, Singapore, Czech Republic, Average, Latvia, Mexico, Poland, Portugal, United States, Croatia, Spain, Japan, Malaysia, Estonia, Chile, Norway, Israel, Finland, Denmark, Flanders (Belgium), France, Sweden, Italy, Serbia

Teachers' needs for professional development

Percentage of lower secondary teachers indicating they have a high level of need for professional development in the following areas

Barriers to professional development participation

Percentage of lower secondary teachers who "agree" or "strongly agree" that the following elements represent barriers to their participation in professional development activities

Professional development recently undertaken by teachers by type and intensity

	Percentage of teachers who participated in the following professional development activities in the 12 months prior to the survey	Average number of days of participation among those who participated
Courses/workshops	71%	8
Education conferences or seminars where teachers and/or researchers present their research results and discuss educational issues	44%	4
Observation visits to other schools	19%	3
In-service training courses in business premises, public organisations or non-governmental organisations (NGOs)	14%	7
Observation visits to business premises, public organisations or NGOs	13%	3

|	
Participation in a network of teachers formed specifically for the professional development	37%
Individual or collaborative research on a topic of interest to the teacher	31%
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	29%
Qualification programme (e.g., a degree programme)	18%

School embedded and non-embedded professional development
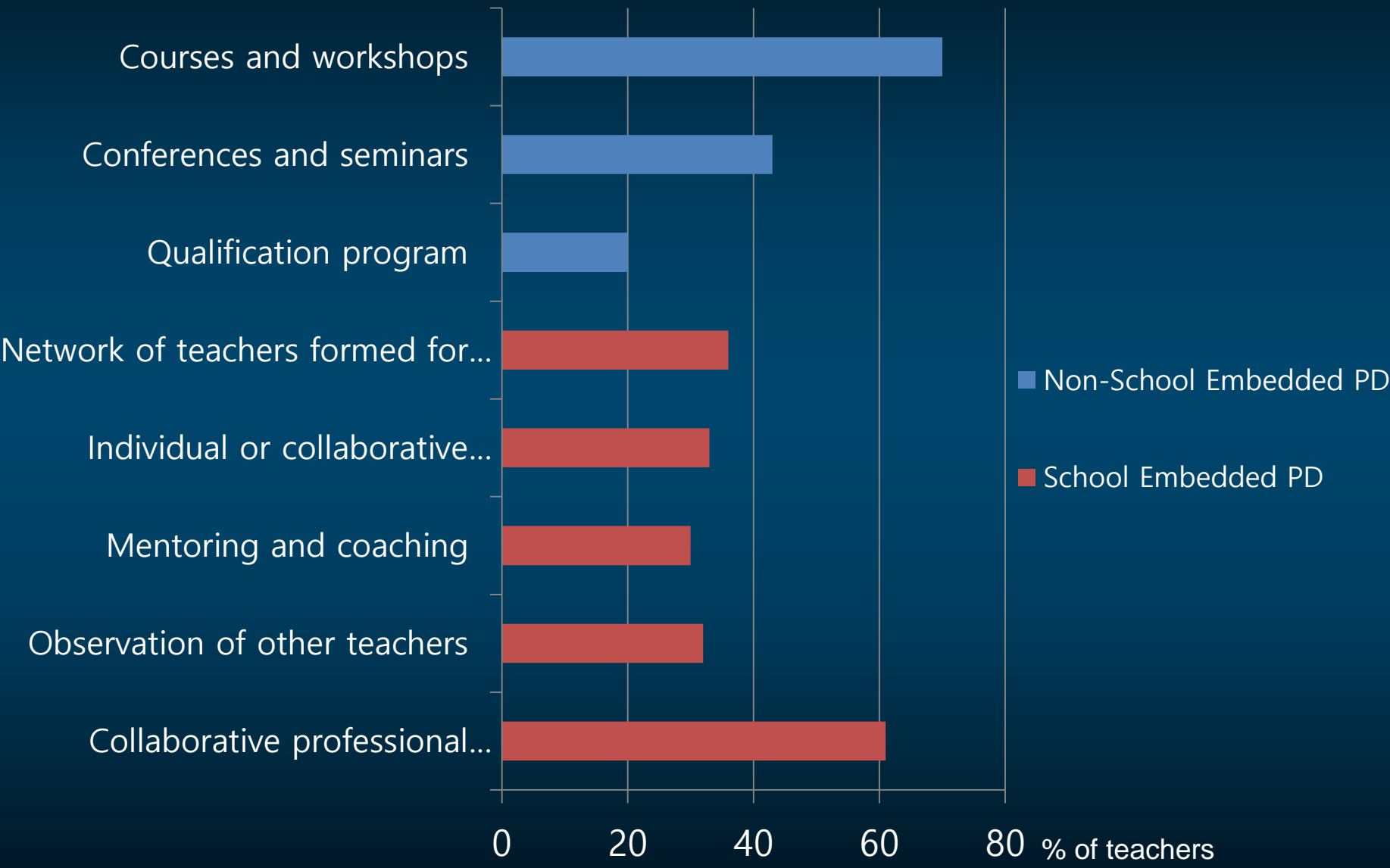
Regardless of the content, *over 3/4 of teachers* report that…

School-embedded PD has more impact than non-school embedded PD on teachers:
- Knowledge & understanding of subject field
- Pedagogical competencies
- ICT skills
- Student evaluation and assessment practices
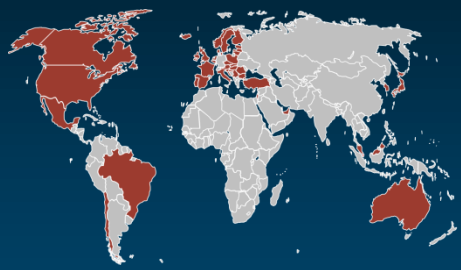- Student behaviour and classroom management, etc.

School embedded and non-embedded professional development

Legend: ■ Non-School Embedded Mean ■ School Embedded Mean
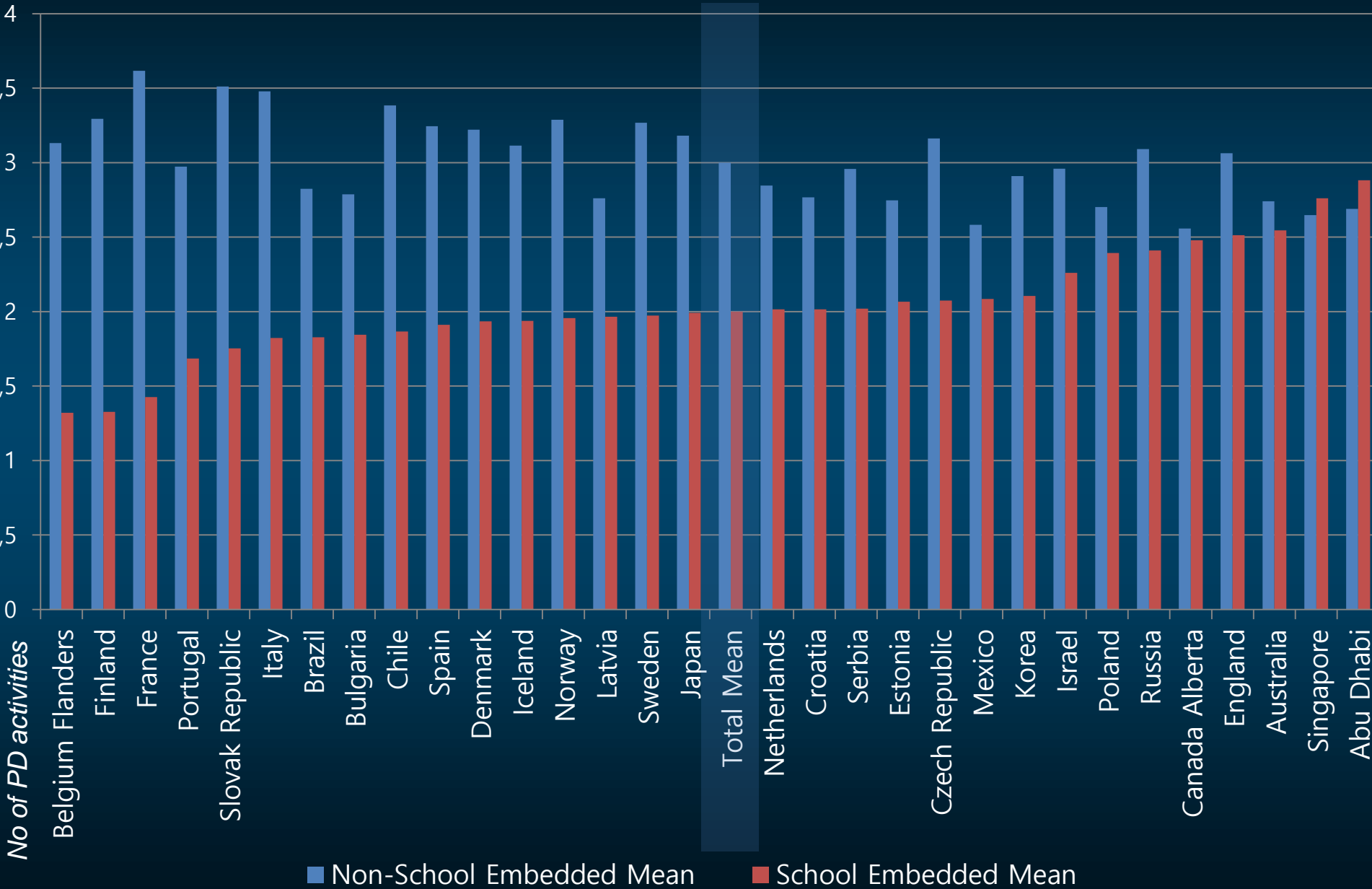
Improving Teaching Using Appraisal and Feedback

On average across TALIS countries,

Just above half of the teachers report receiving *feedback* on their teaching from *one or two sources*

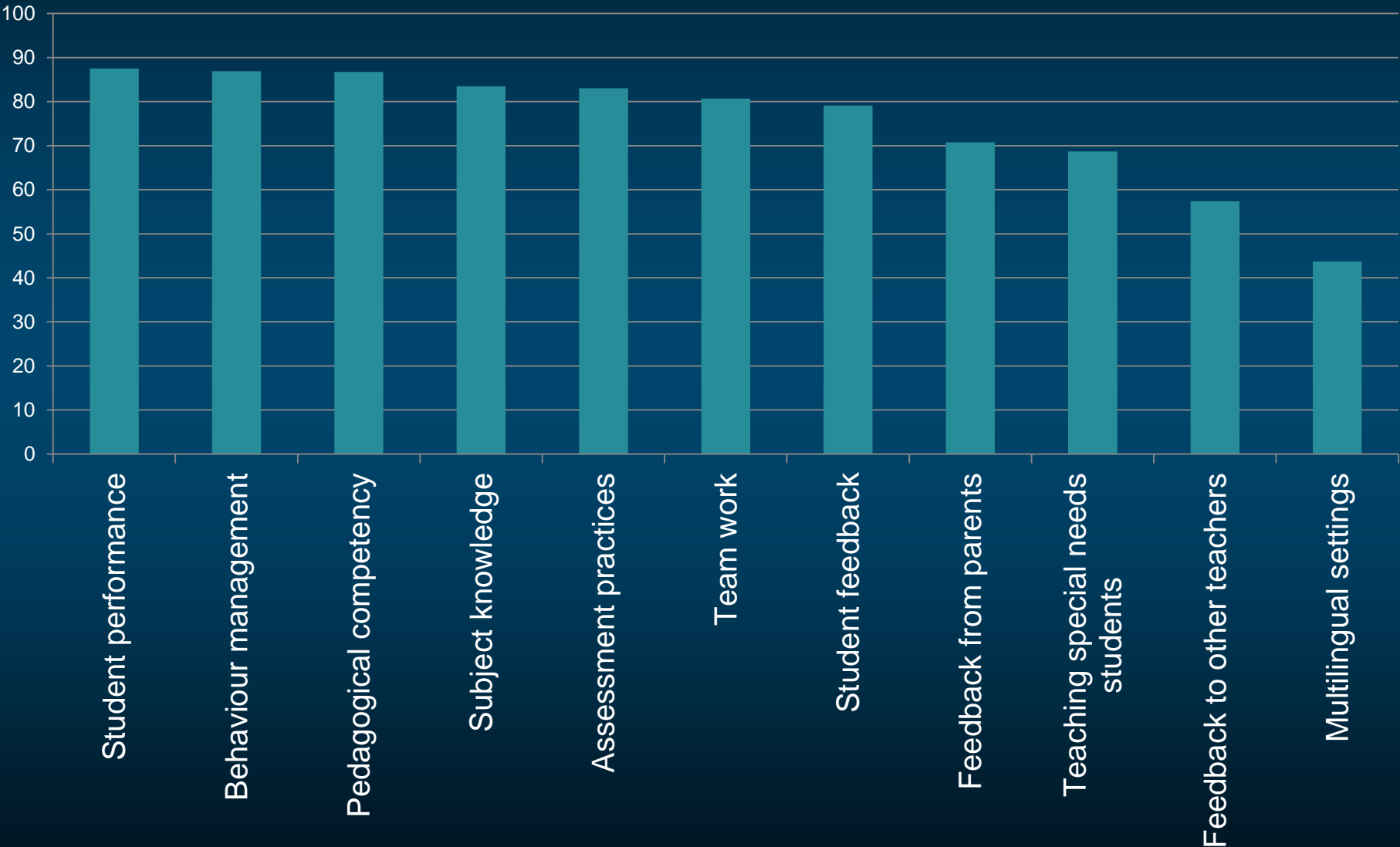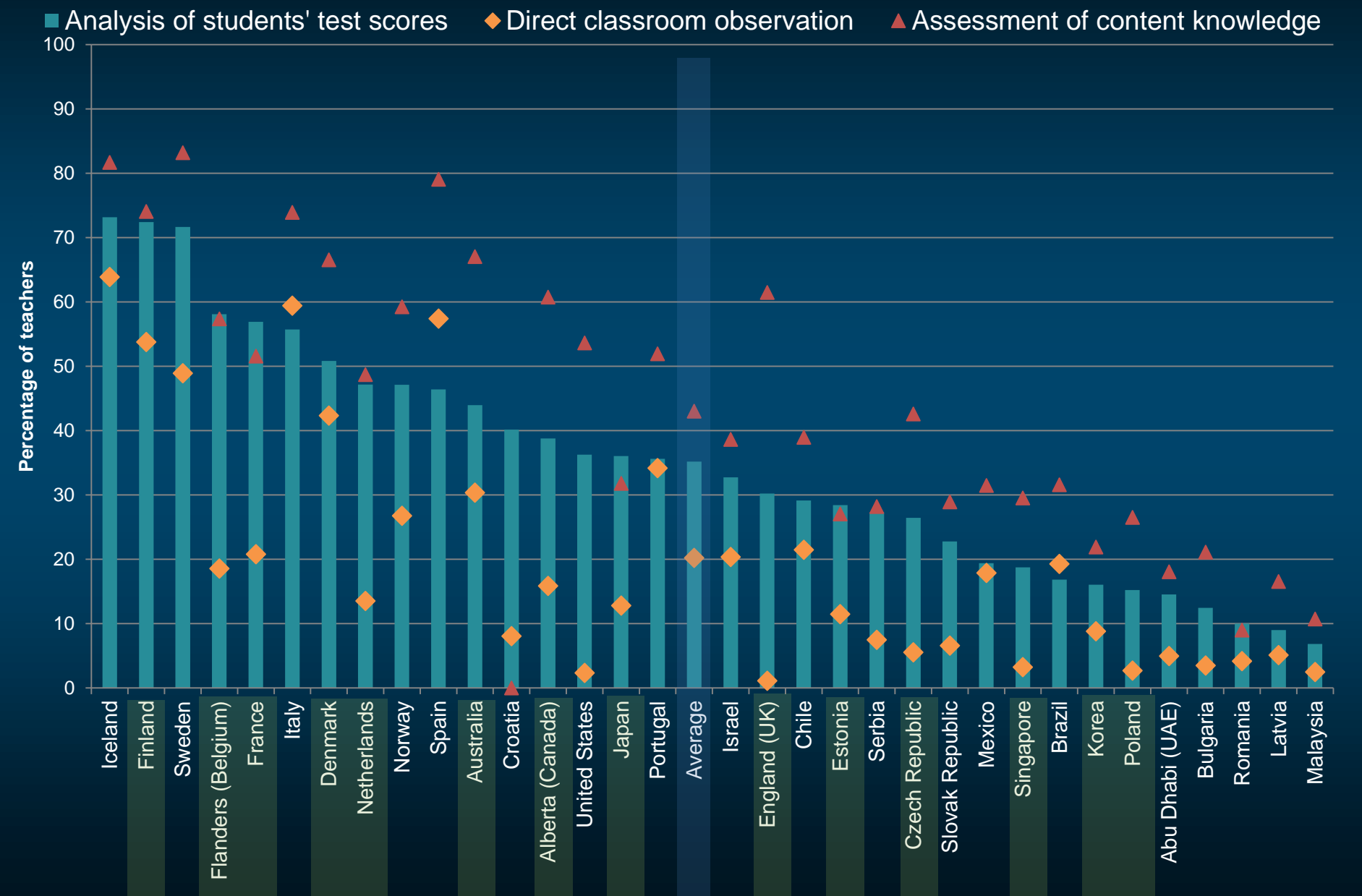...and only one in 5 receive *feedback* from *three sources.*

Emphasis placed on feedback

Percentage of lower secondary teachers who report the feedback they received emphasised the following issues with a "moderate" or "high importance"

■ Analysis of students' test scores ◆ Direct classroom observation ▲ Assessment of content knowledge

Impact of teacher appraisal and feedback systems in schools

Percentage of lower secondary teachers who "agree" or "strongly agree" that :
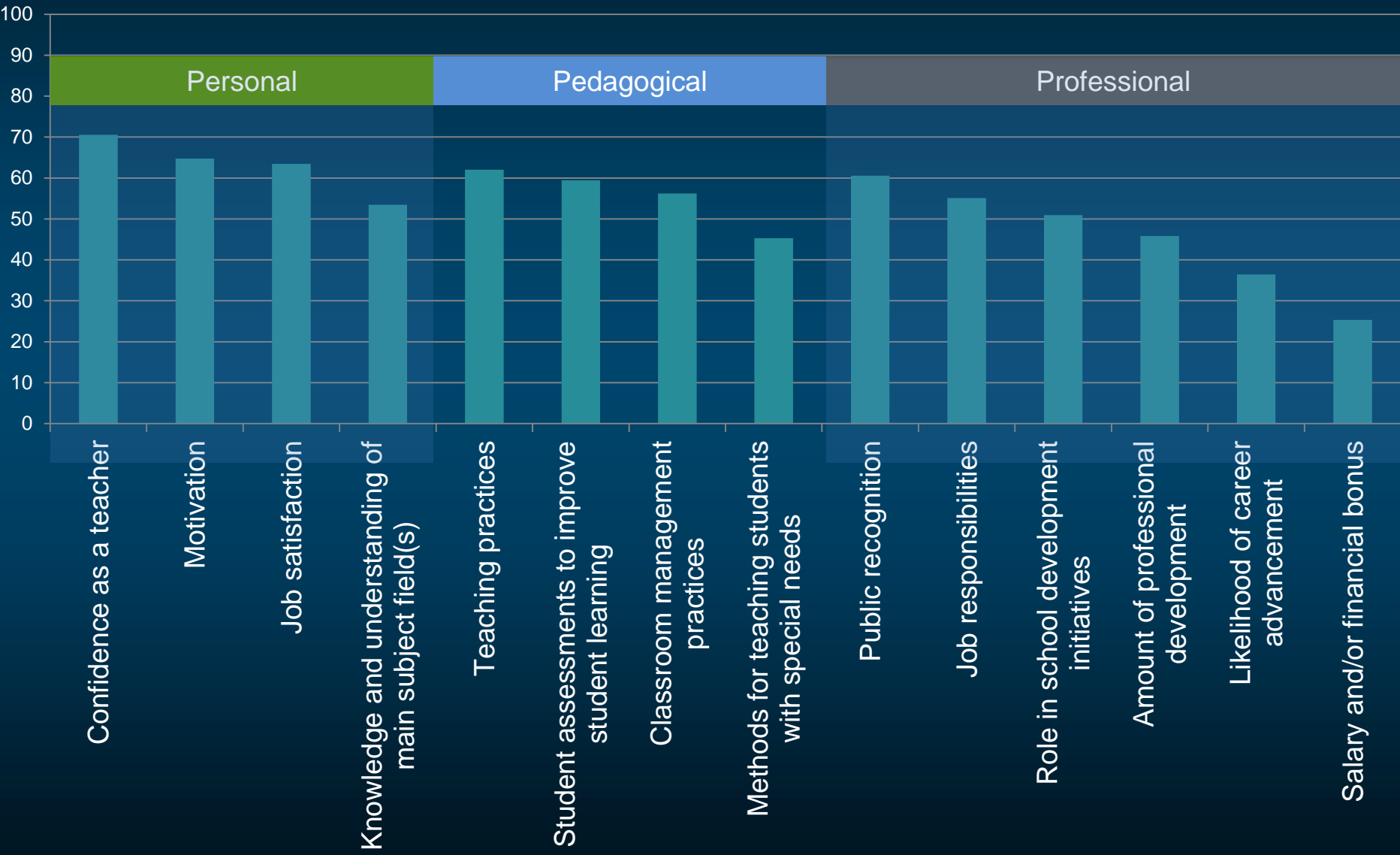
- ■ The best performing teachers in this school receive the greatest recognition
- ● Teacher appraisal and feedback have little impact upon the way teachers teach in the classroom
- ○ Teacher appraisal and feedback are largely done to fulfil administrative requirements
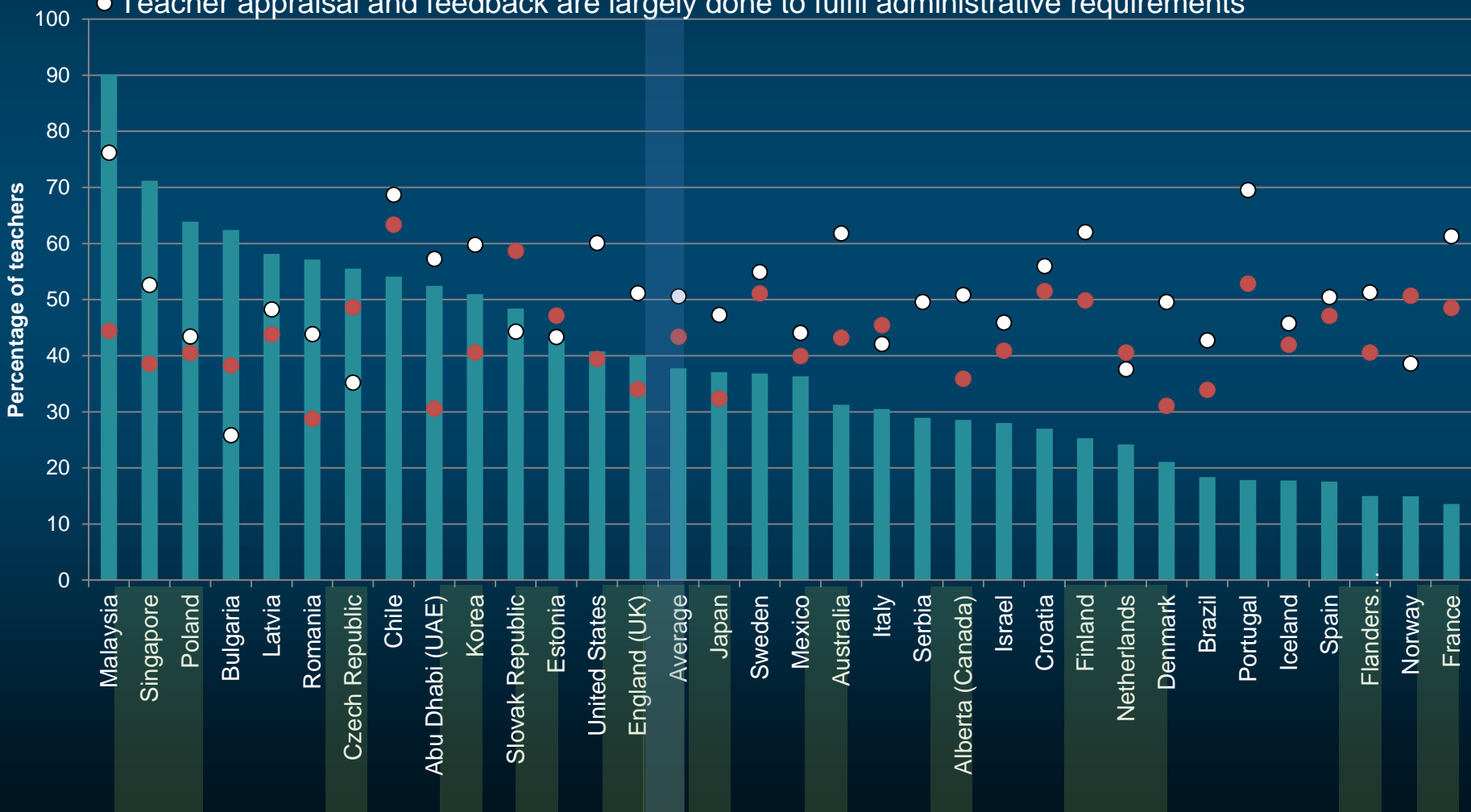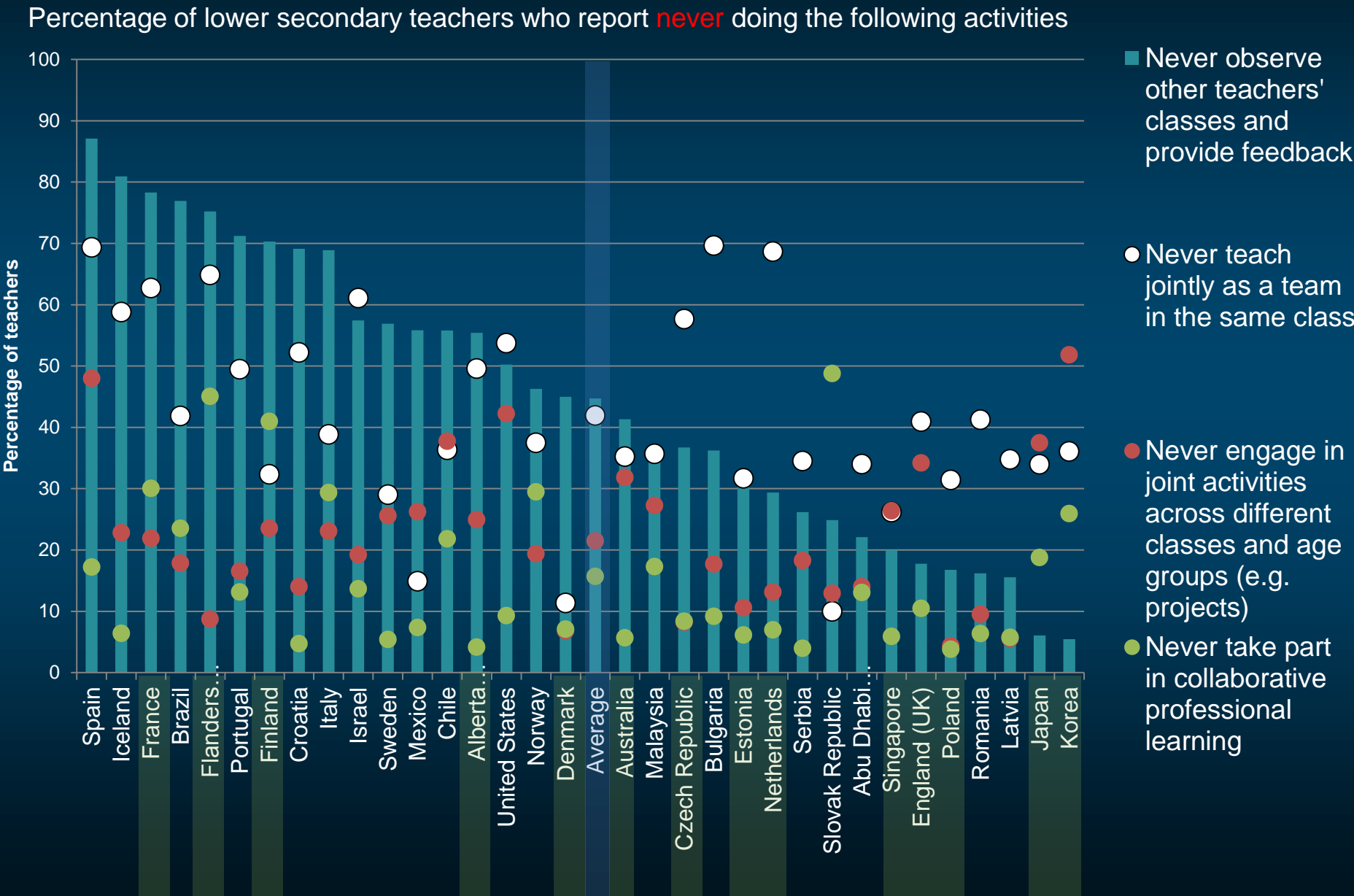
Feedback and change in behavior

Percentage of lower secondary teachers who report a "moderate" or "large" positive change in the following issues after they received feedback on their work

Teacher practices and beliefs

Percentage of lower secondary teachers who report never doing the following activities

Legend:
- Never observe other teachers' classes and provide feedback
- Never teach jointly as a team in the same class
- Never engage in joint activities across different classes and age groups (e.g. projects)
- Never take part in collaborative professional learning

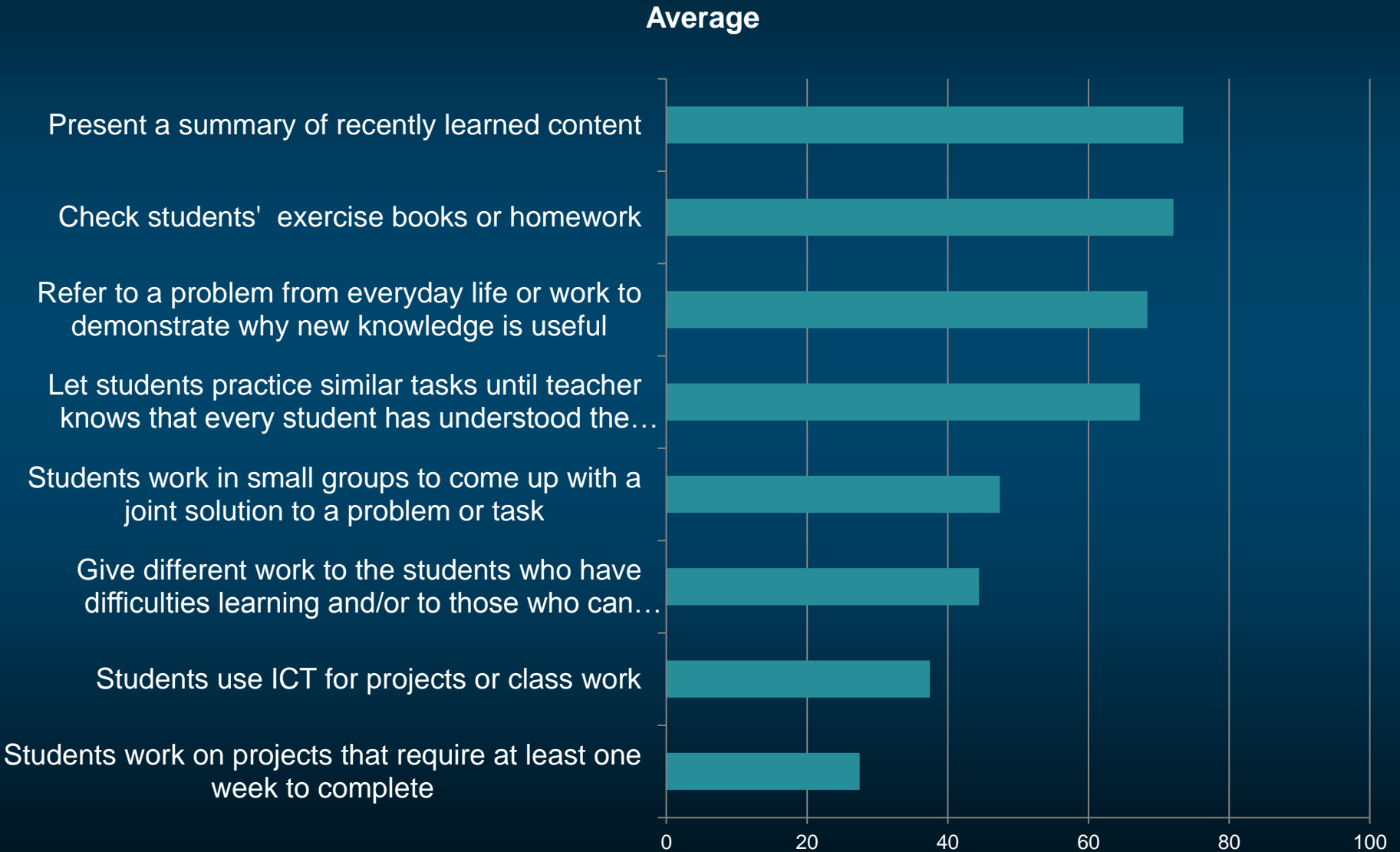# Teachers' beliefs about teaching and learning

Percentage of lower secondary teachers who "agree" or "strongly agree" that:

Teaching practices
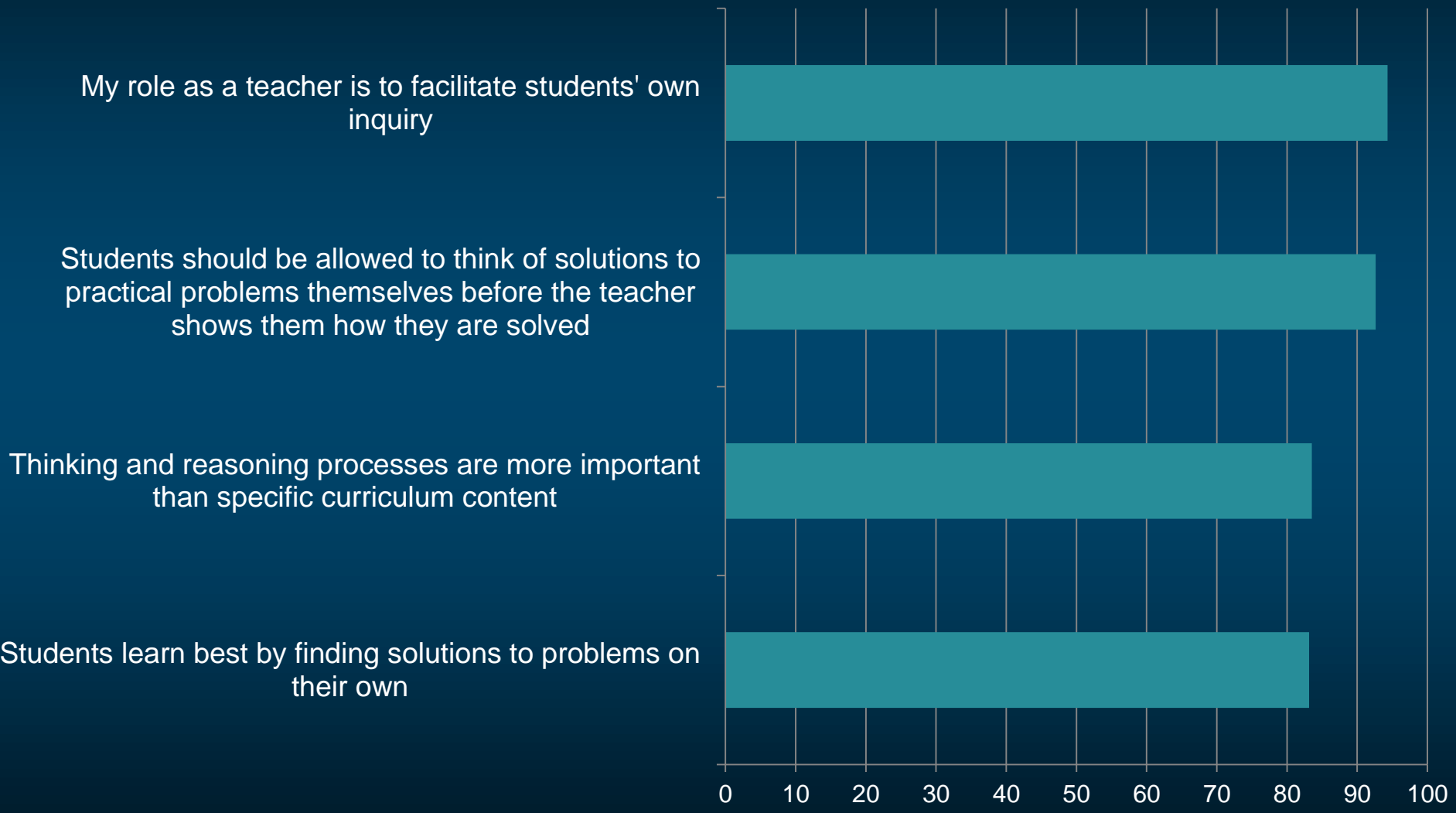
Percentage of lower secondary teachers who report using the following teaching practices "frequently" or "in all or nearly all lessons"

Average

- Present a summary of recently learned content
- Check students' exercise books or homework
- Refer to a problem from everyday life or work to demonstrate why new knowledge is useful
- Let students practice similar tasks until teacher knows that every student has understood the…
- Students work in small groups to come up with a joint solution to a problem or task
- Give different work to the students who have difficulties learning and/or to those who can…
- Students use ICT for projects or class work
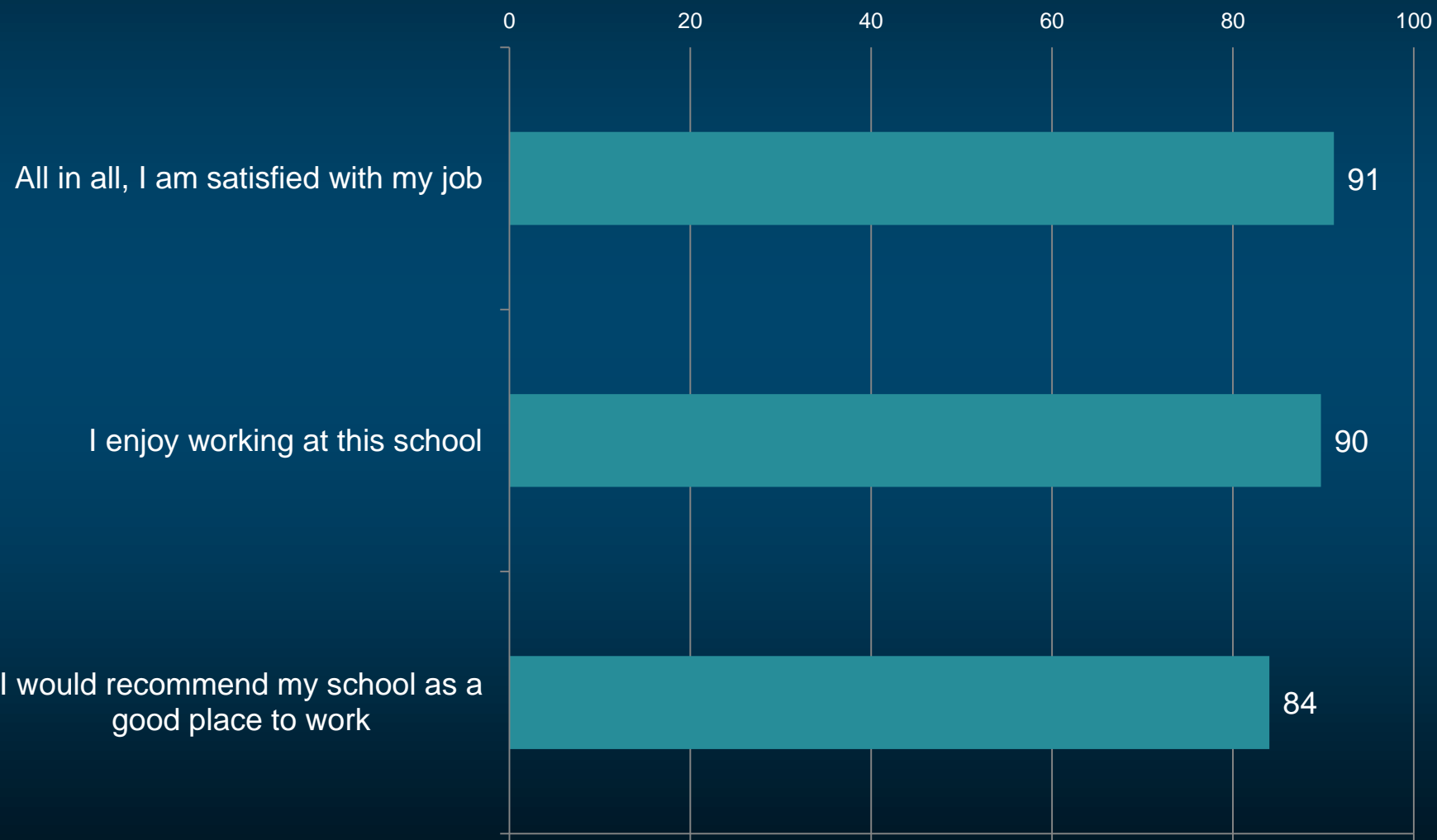- Students work on projects that require at least one week to complete

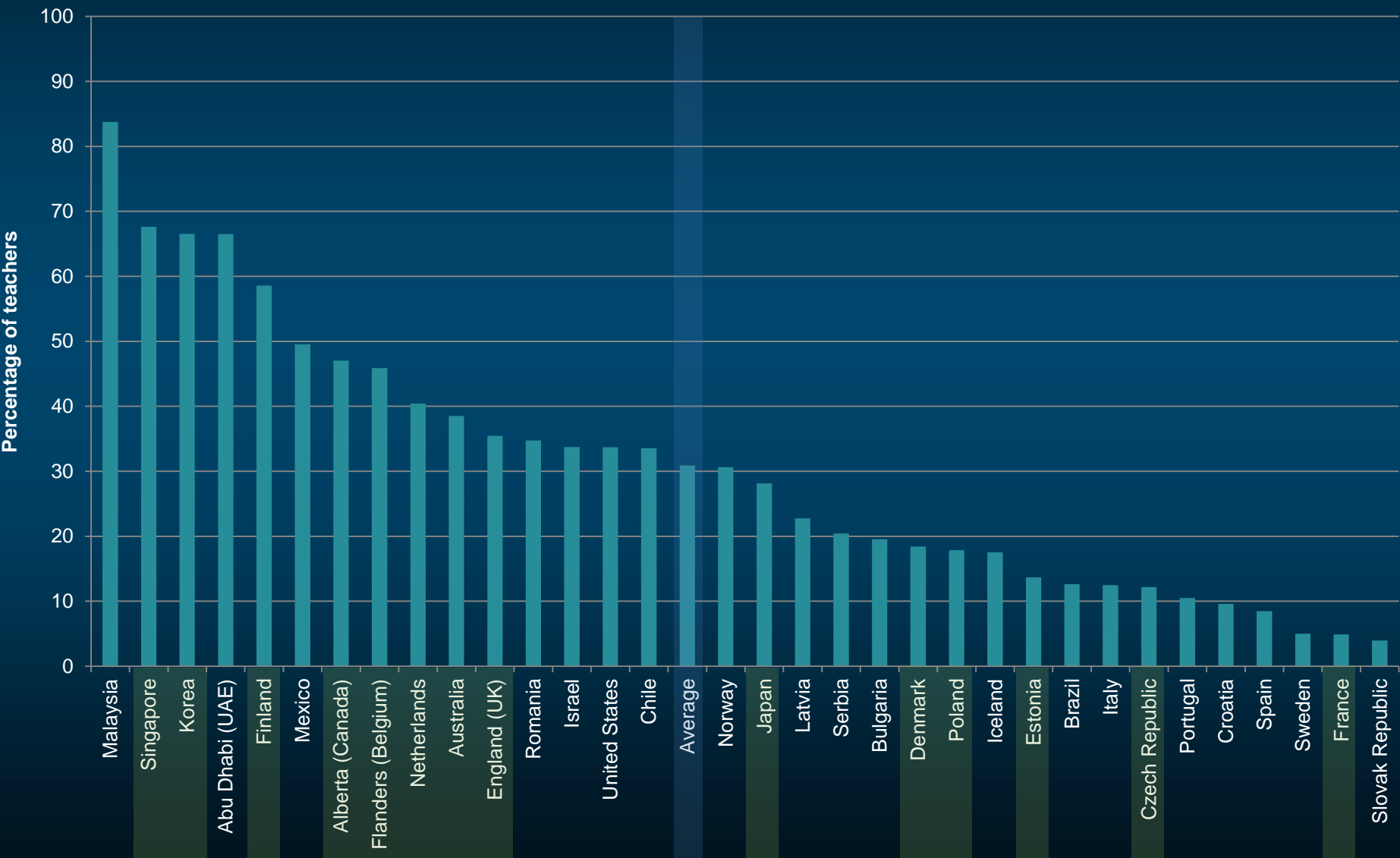*Teacher Self-Efficacy and Job Satisfaction*

Teachers' satisfaction with their working environment

Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements

Statement	Percentage
All in all, I am satisfied with my job	91
I enjoy working at this school	90
I would recommend my school as a good place to work	84

Teachers' perceptions of the value of teaching

Percentage of lower secondary teachers who "agree" or "strongly agree" that teaching profession is a valued profession in society
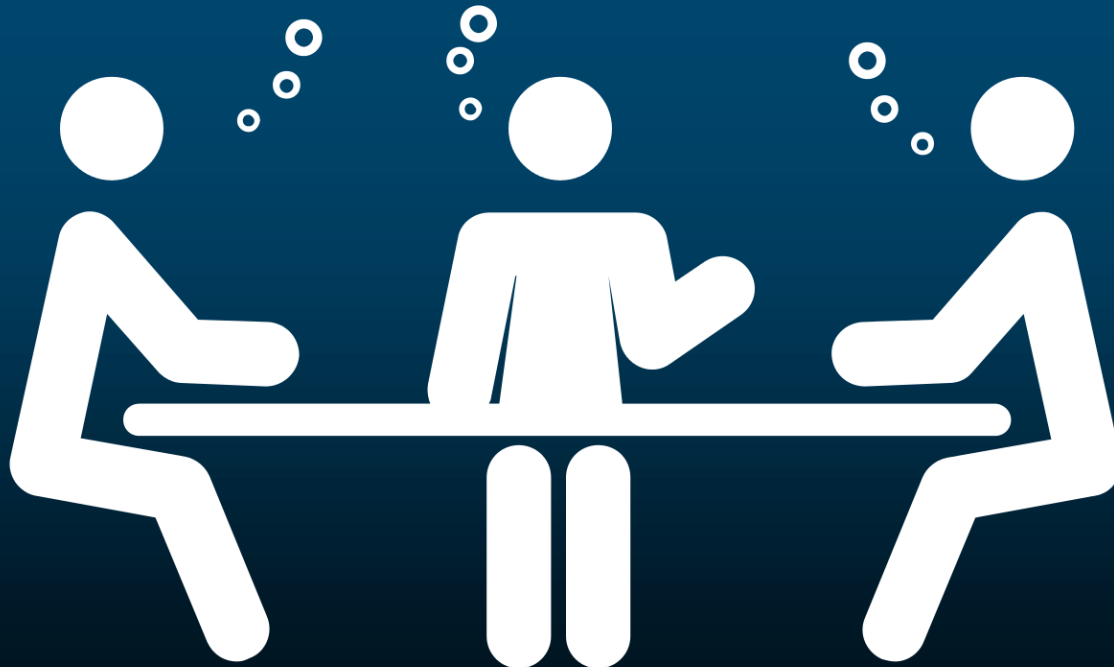
Key messages

Positive interpersonal relationships can help teachers be more successful in challenging circumstances.
They are also related to higher levels of teachers' job satisfaction and self-efficacy.

Drivers of job satisfaction

The more frequently that teachers report participating in **collaborative practices** with their colleagues,

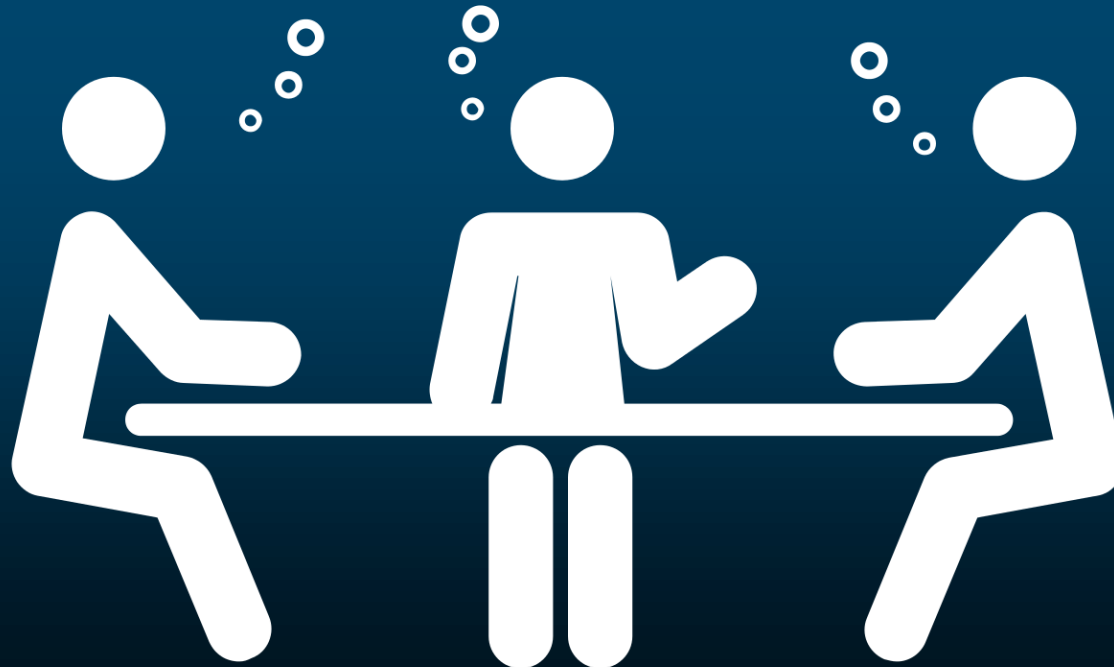the higher their level of **self-efficacy**.

The same is true for **job satisfaction**.

Drivers of self-efficacy and job satisfaction

The more teachers report that they are provided opportunities to **participate in school decisions**,

the higher their level of *self-efficacy*.

The same is true for *job satisfaction*.

Thank you!

Find out more about TALIS at: www.oecd.org/talis

Teaching in Focus blogs and briefs

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