

# TALIS 2013 Results

*An international perspective  
on teaching and learning*





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*

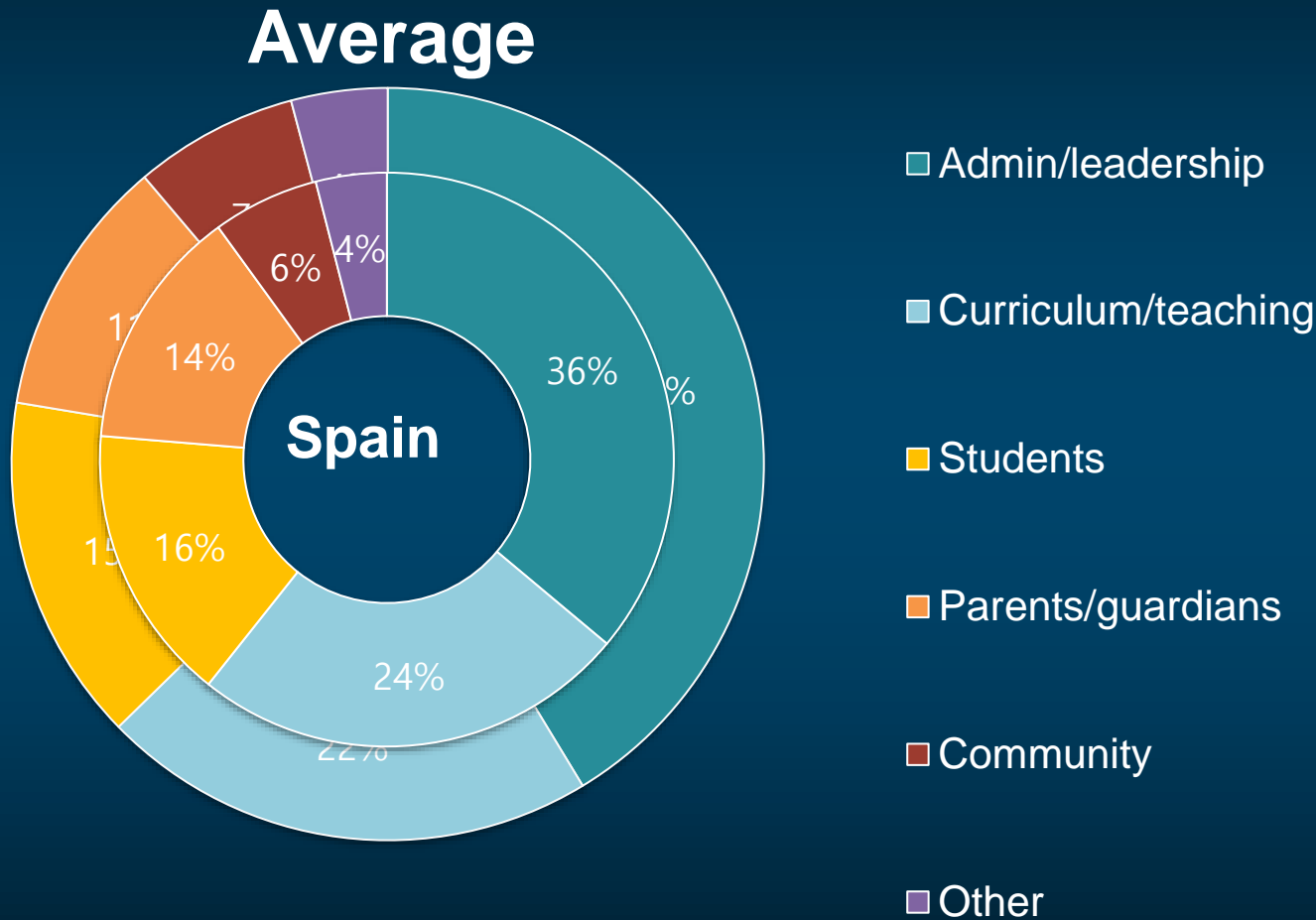
*Teacher Self-Efficacy and Job  
Satisfaction: Why they Matter*



## ***School Leadership***

# Principals' working time

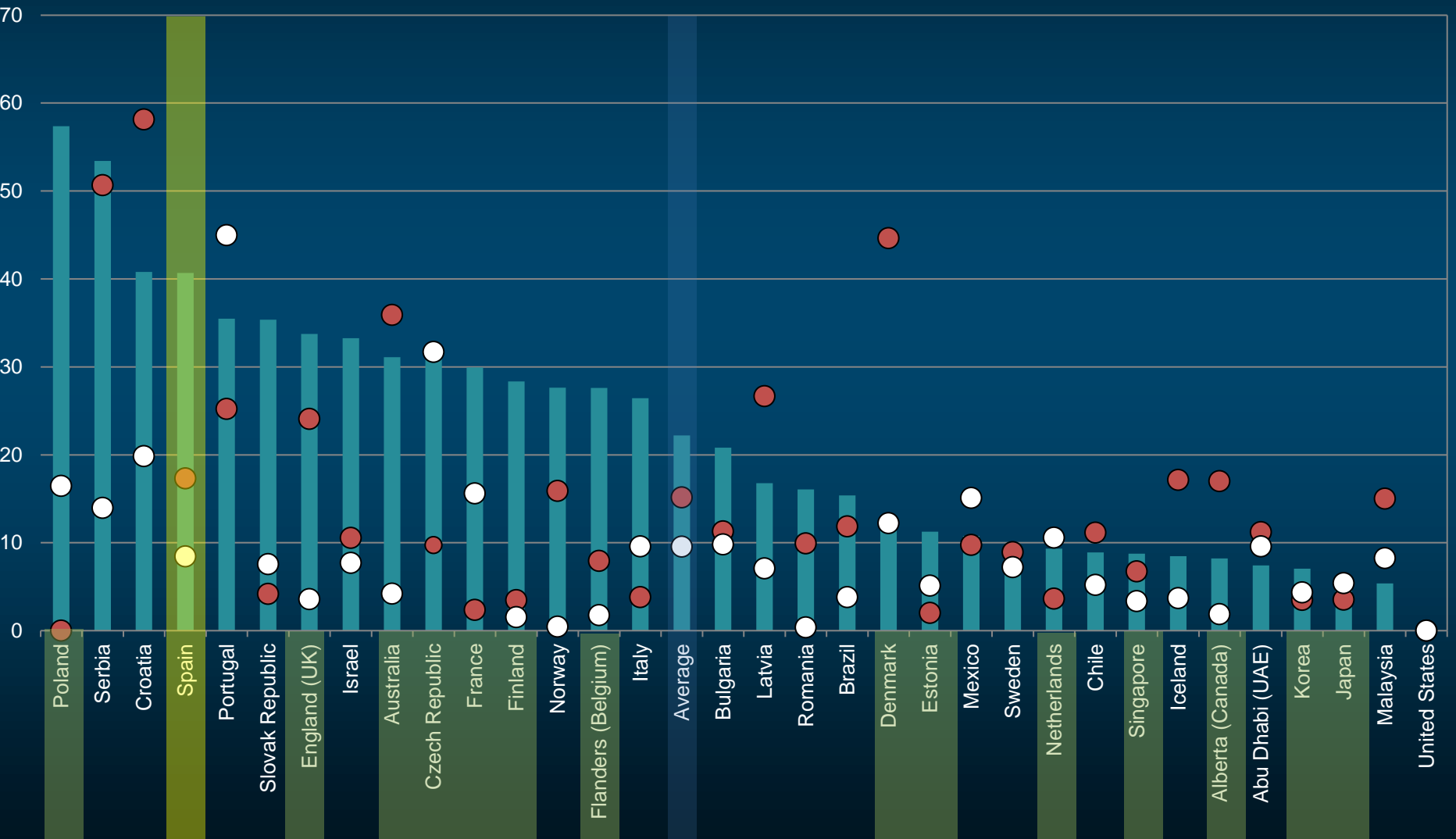
Average proportion of time lower secondary principals report spending on the following activities throughout the school year



# Elements not included in principals' formal education

Percentage of lower secondary principals whose formal education did not include:

- Instructional leadership training or course
- School administration or principal training programme or course
- Teacher training/education programme or course



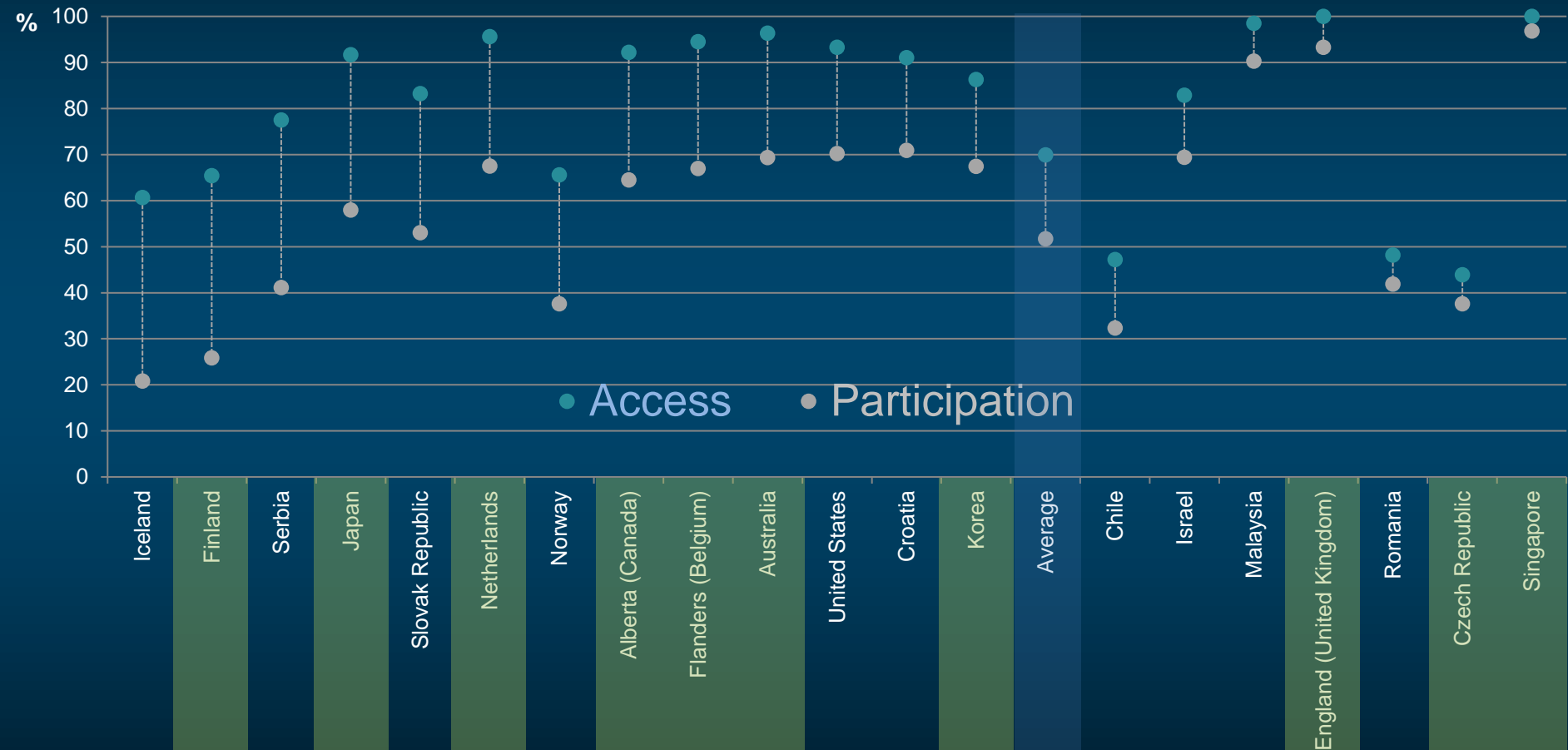


*Developing and  
Supporting  
Teachers*



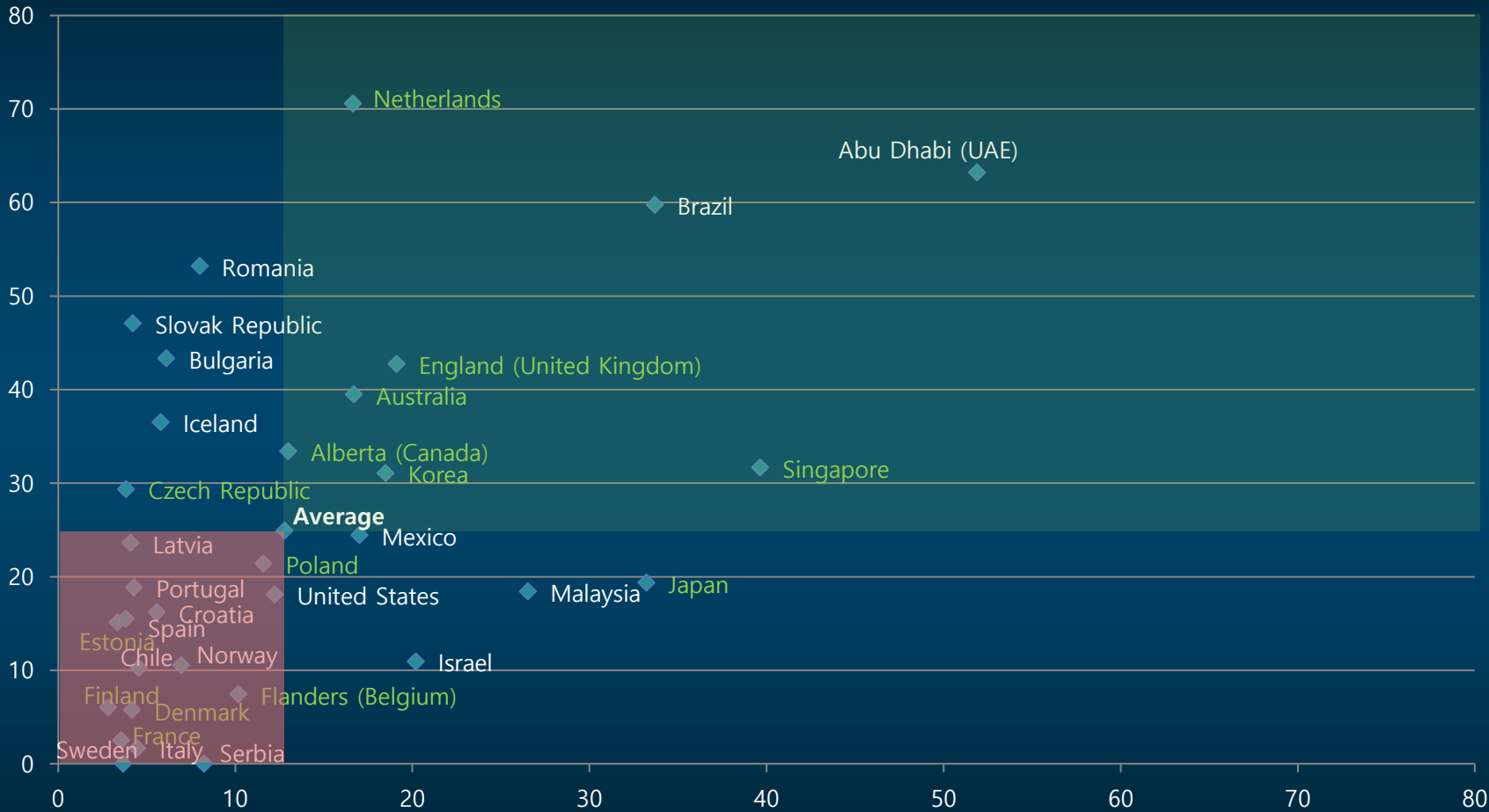
# Not everywhere where induction programmes are accessible do teachers use them

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



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

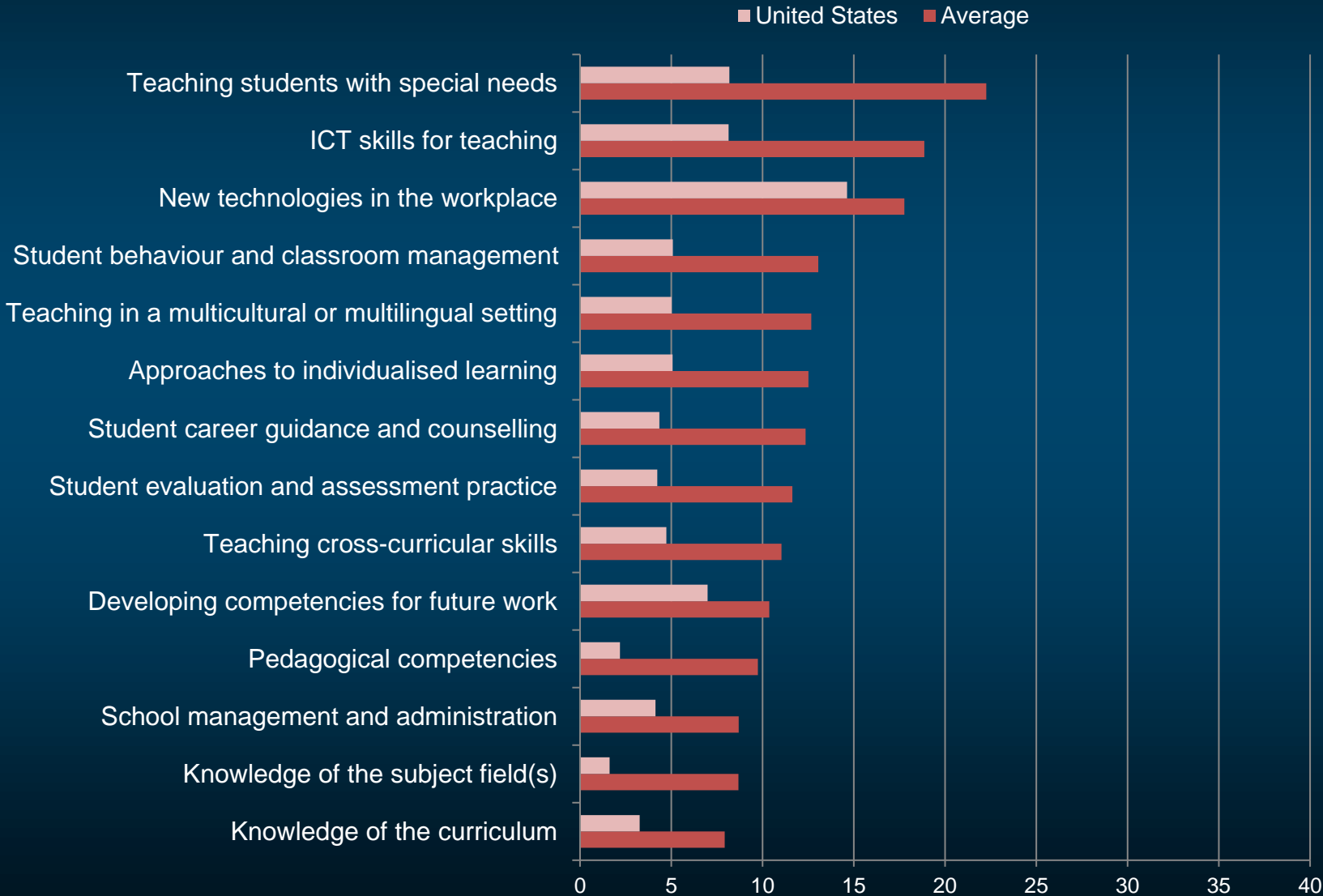
Percentage of teachers working in schools where the principal reports that mentoring programmes are available for all teachers in the school



Percentage of teachers who report presently having an assigned mentor to support them

# 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

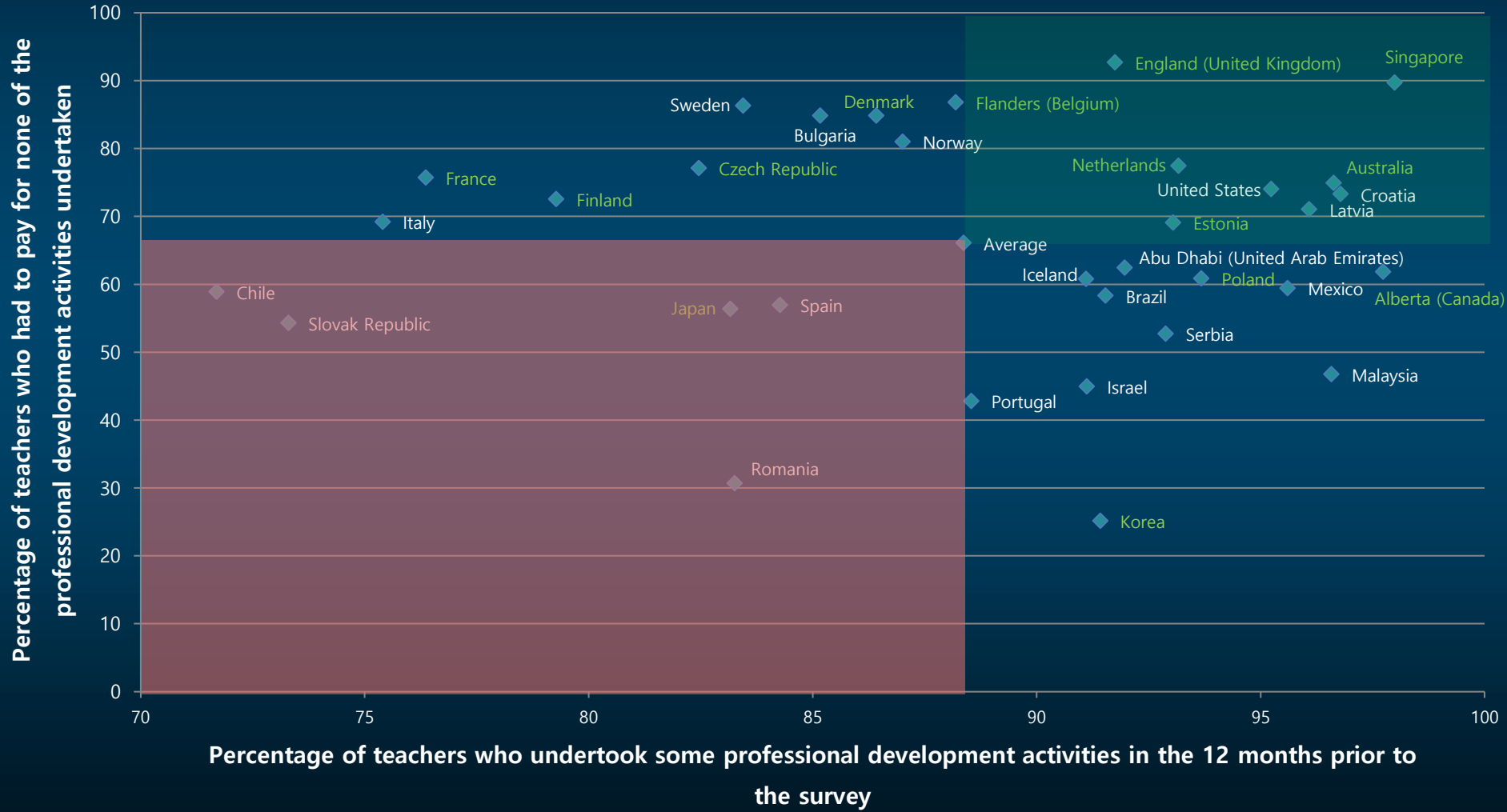


# Professional development recently undertaken by teachers by type and intensity

	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	 14%	7
Observation visits to business premises, public organisations or non-governmental organisations	 13%	3

Participation in a network of teachers formed specifically for the professional development of teachers	 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%

# Participation in professional development and level of support received by teachers





Regardless of the content, **over 3/4 of teachers** report that...



...the **professional development** in which they have participated has had a **positive impact on their teaching.**



***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**

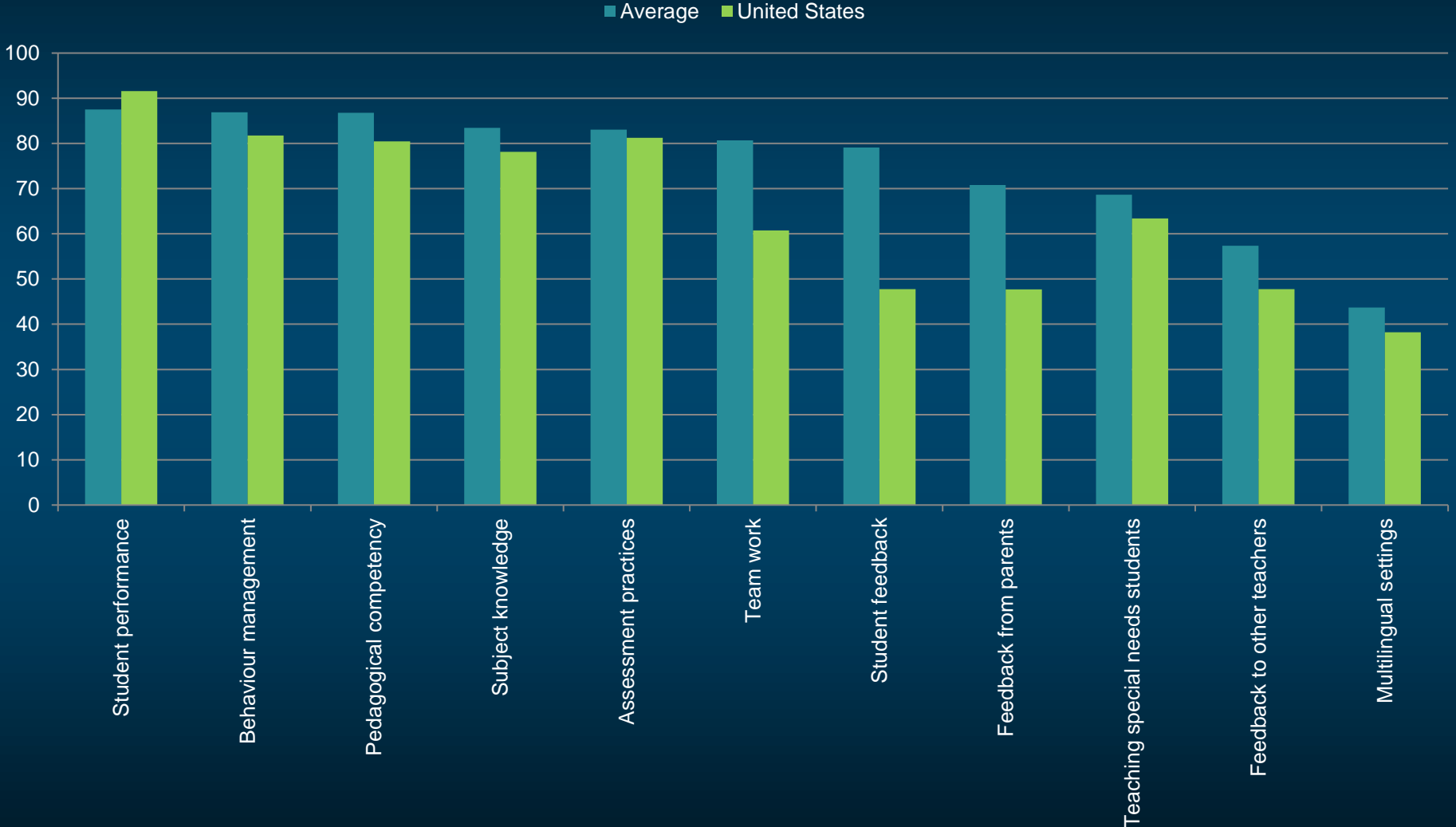


...and only one in 5 receive **feedback** from **three sources**.



# 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"

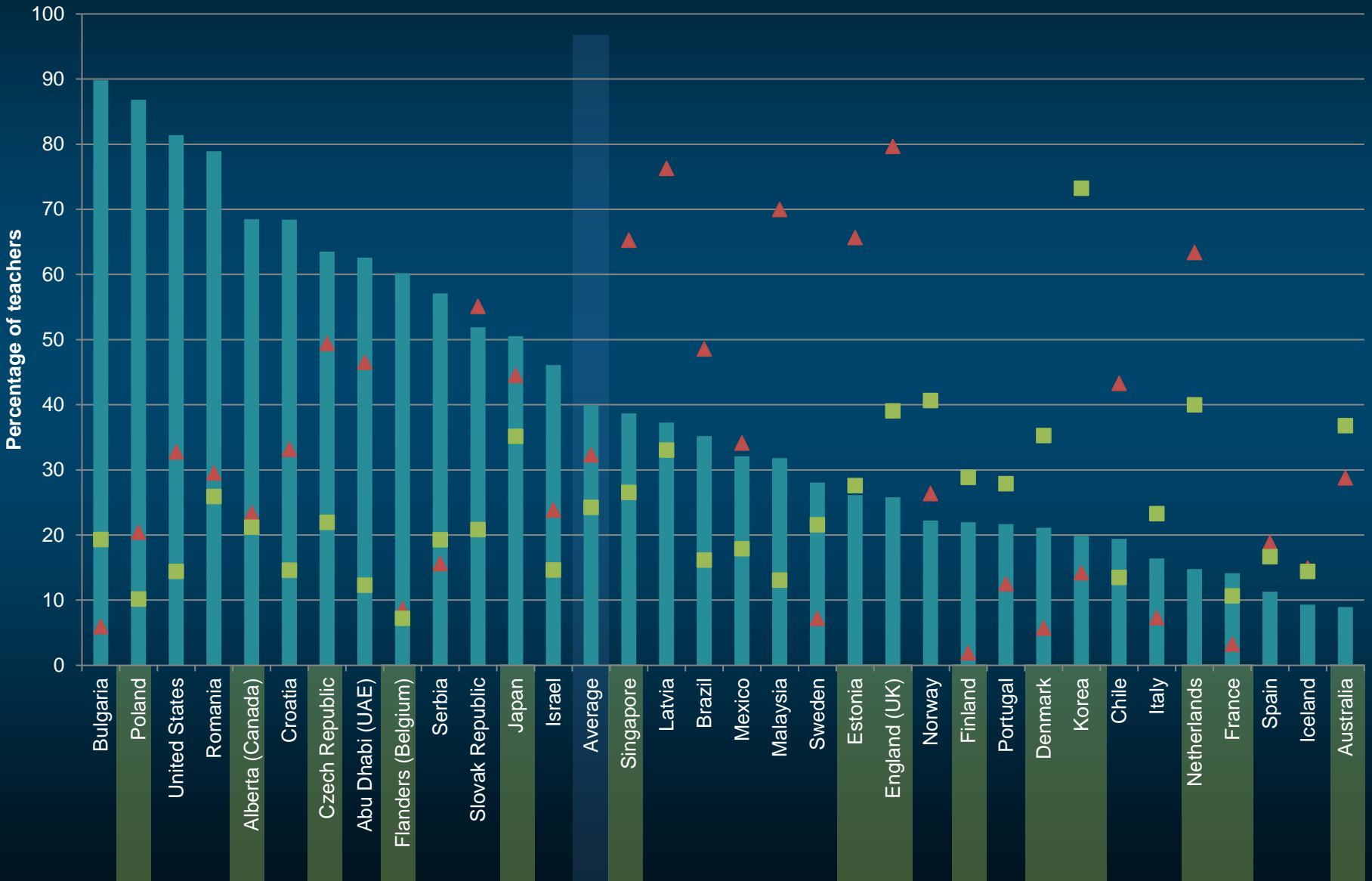


Where feedback comes from

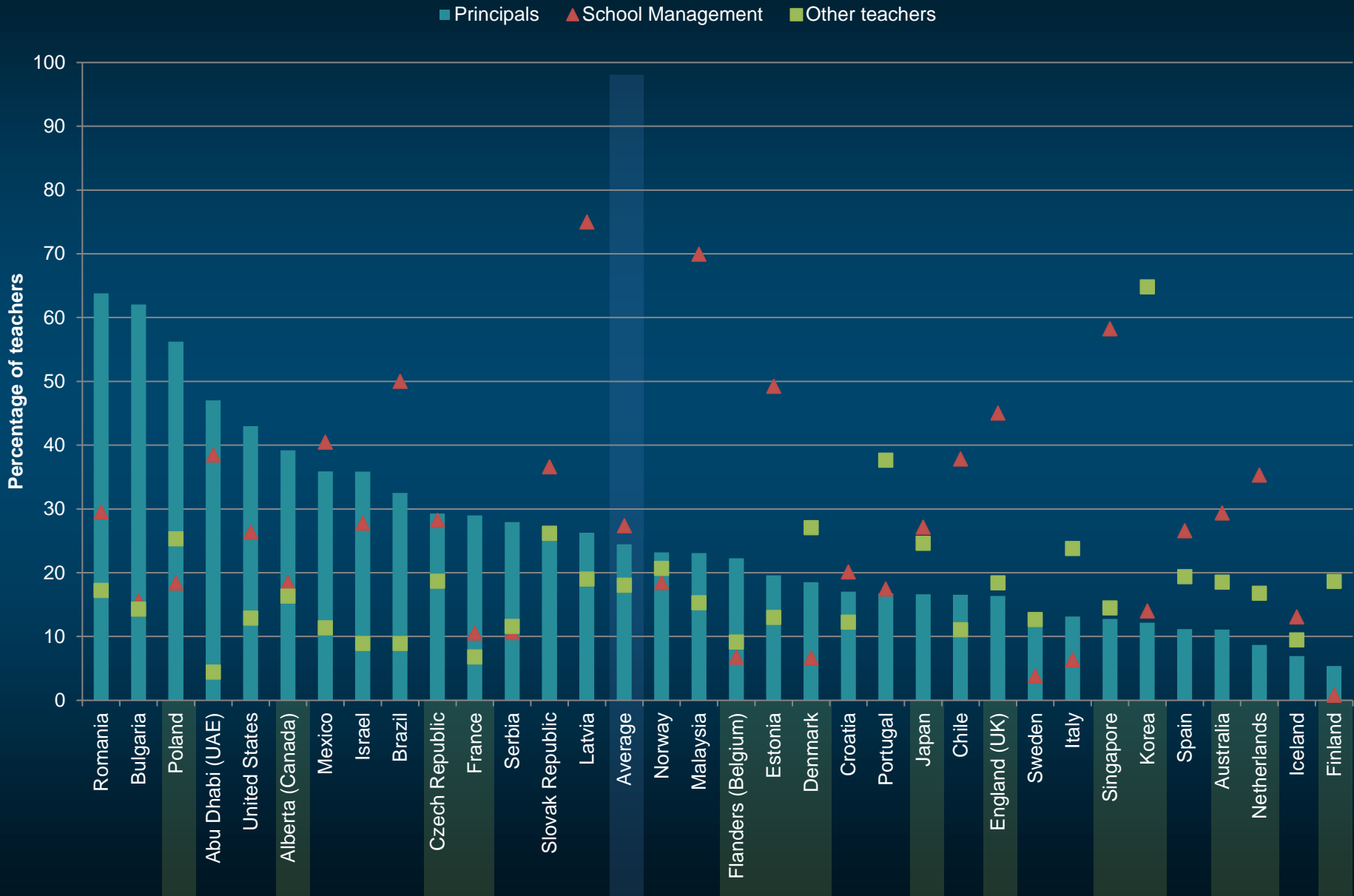
	Feedback following classroom observation	Feedback following assessment of teachers' content knowledge	Feedback following analysis of student test scores
	%	%	%
External individuals or bodies	16	11	9
School principal	39	20	24
Member(s) of school management team	32	20	27
Assigned mentors	12	9	7
Other teachers (not a part of the management team)	24	15	18
I have never received this feedback in this school.	21	44	35

# Teachers feedback : *direct classroom observations*

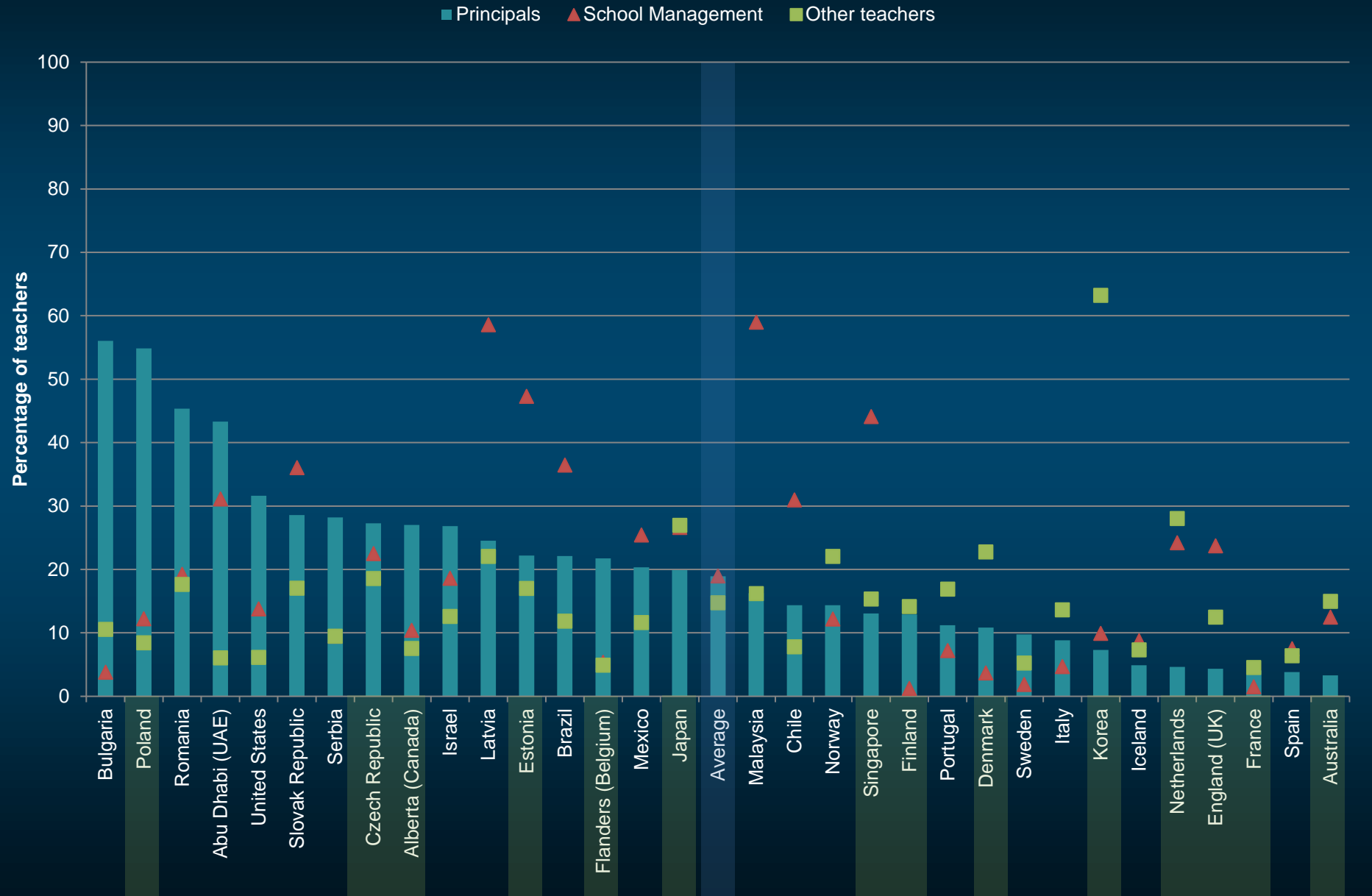
■ Principals ▲ School Management ■ Other teachers



# Teachers feedback : analysis of students' test scores

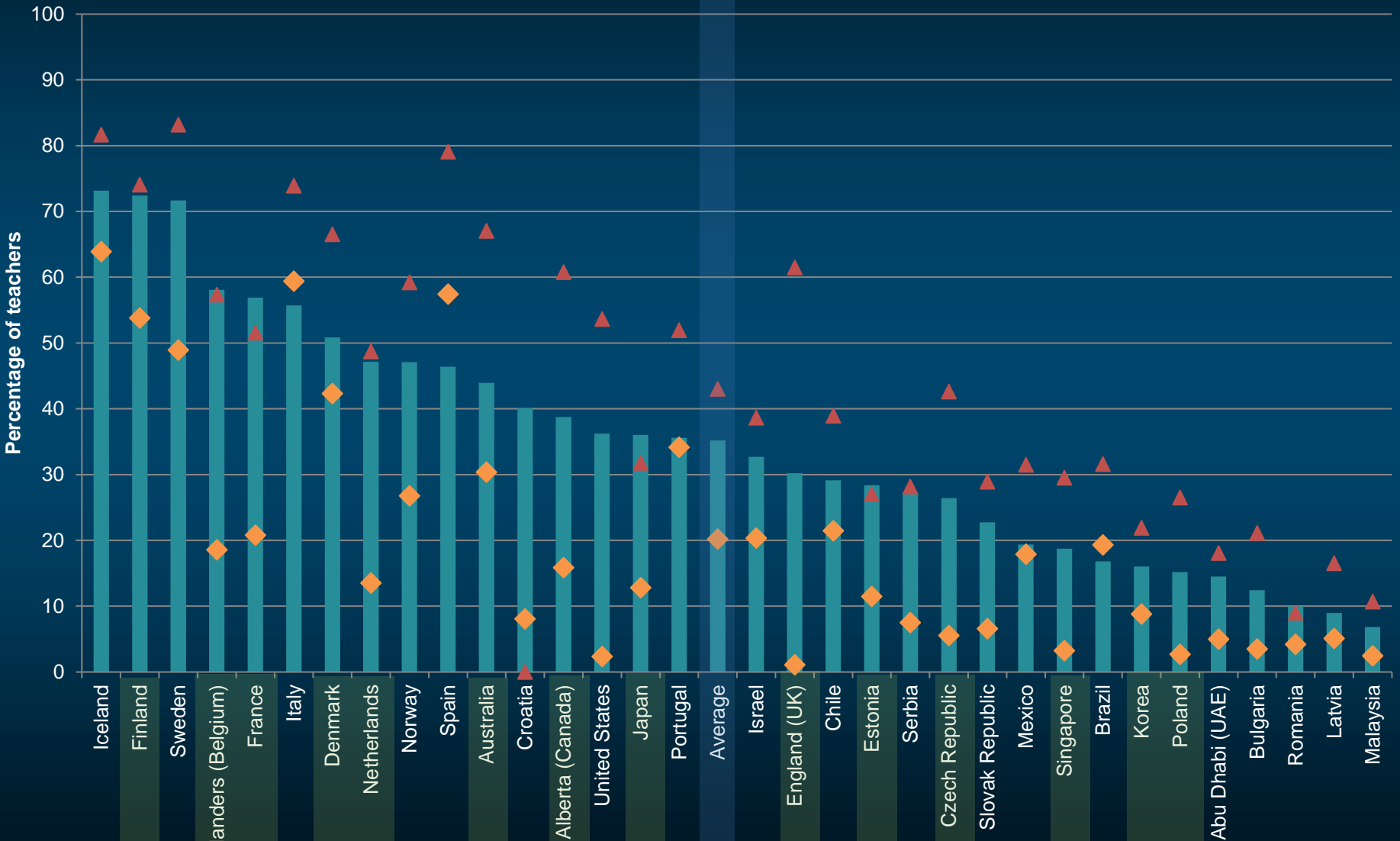


# Teachers feedback : assessment of teacher content knowledge



# Teachers feedback : never received

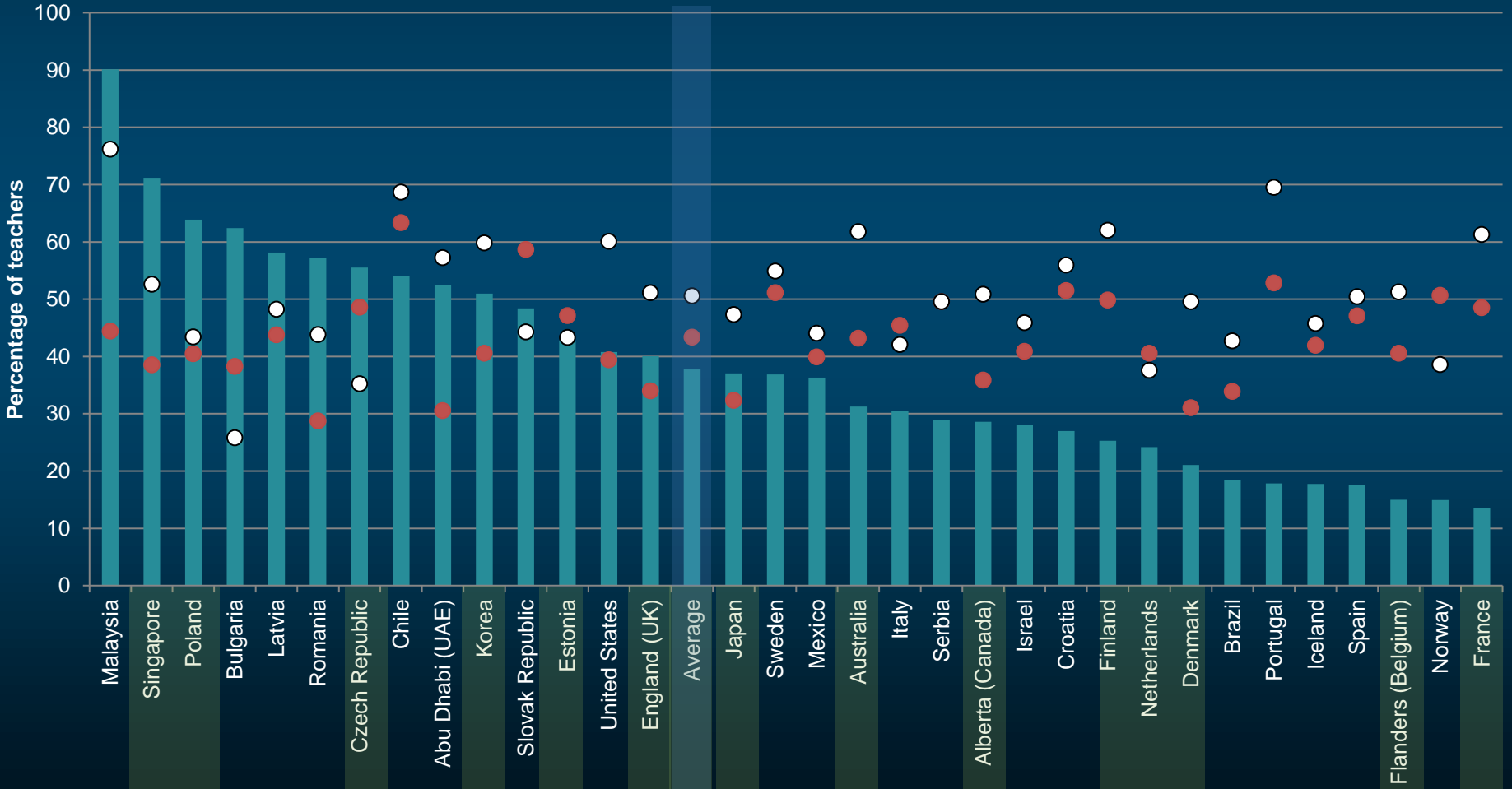
■ Analysis of students' test scores    ◆ Direct classroom observation    ▲ Assessment of content knowledge



# Impact of teacher appraisal and feedback systems in schools

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

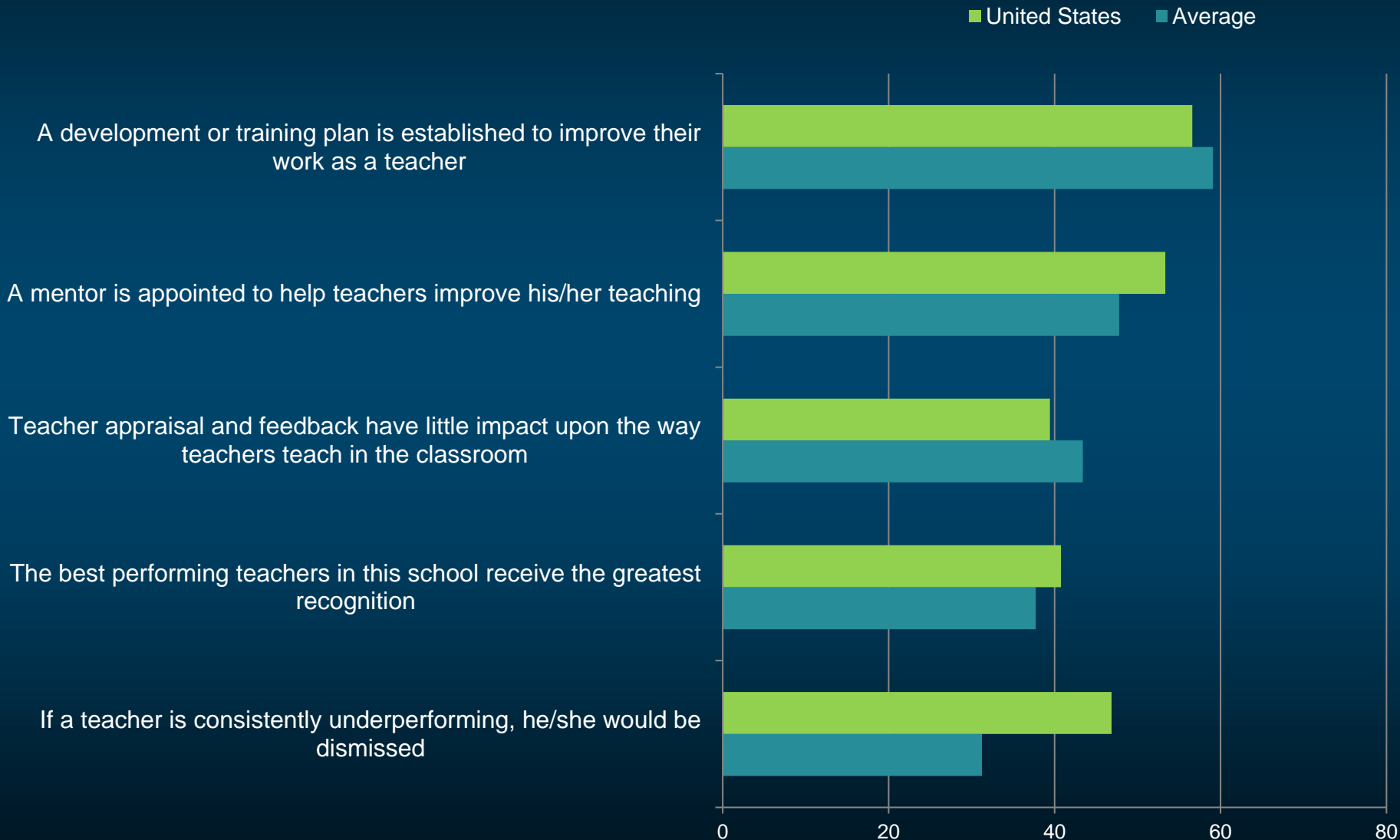
- The best performing teachers in this school receive the greatest recognition
- Teacher appraisal and feedback have little impact upon the way teachers teach in the classroom
- Teacher appraisal and feedback are largely done to fulfil administrative requirements





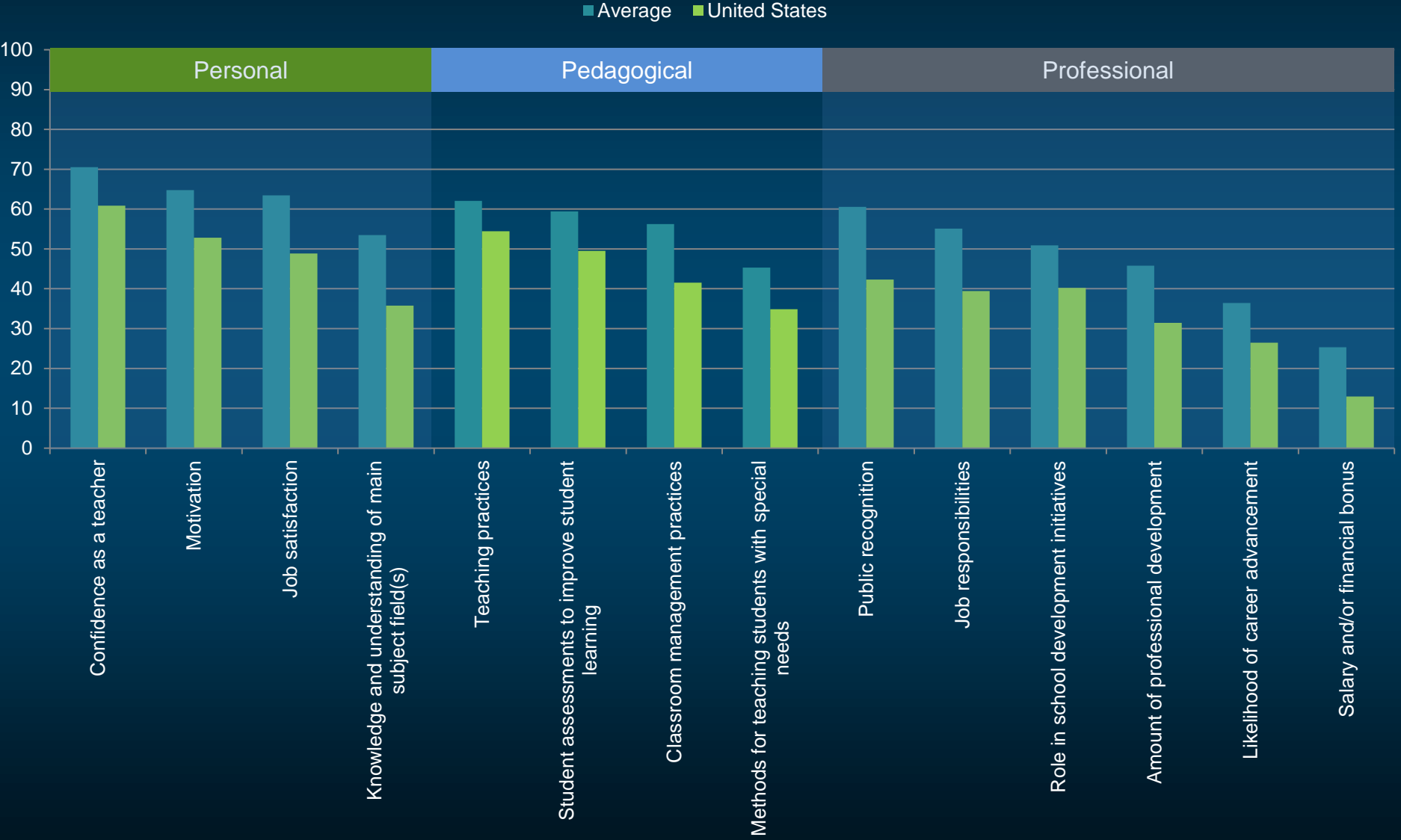
# Consequences of feedback

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



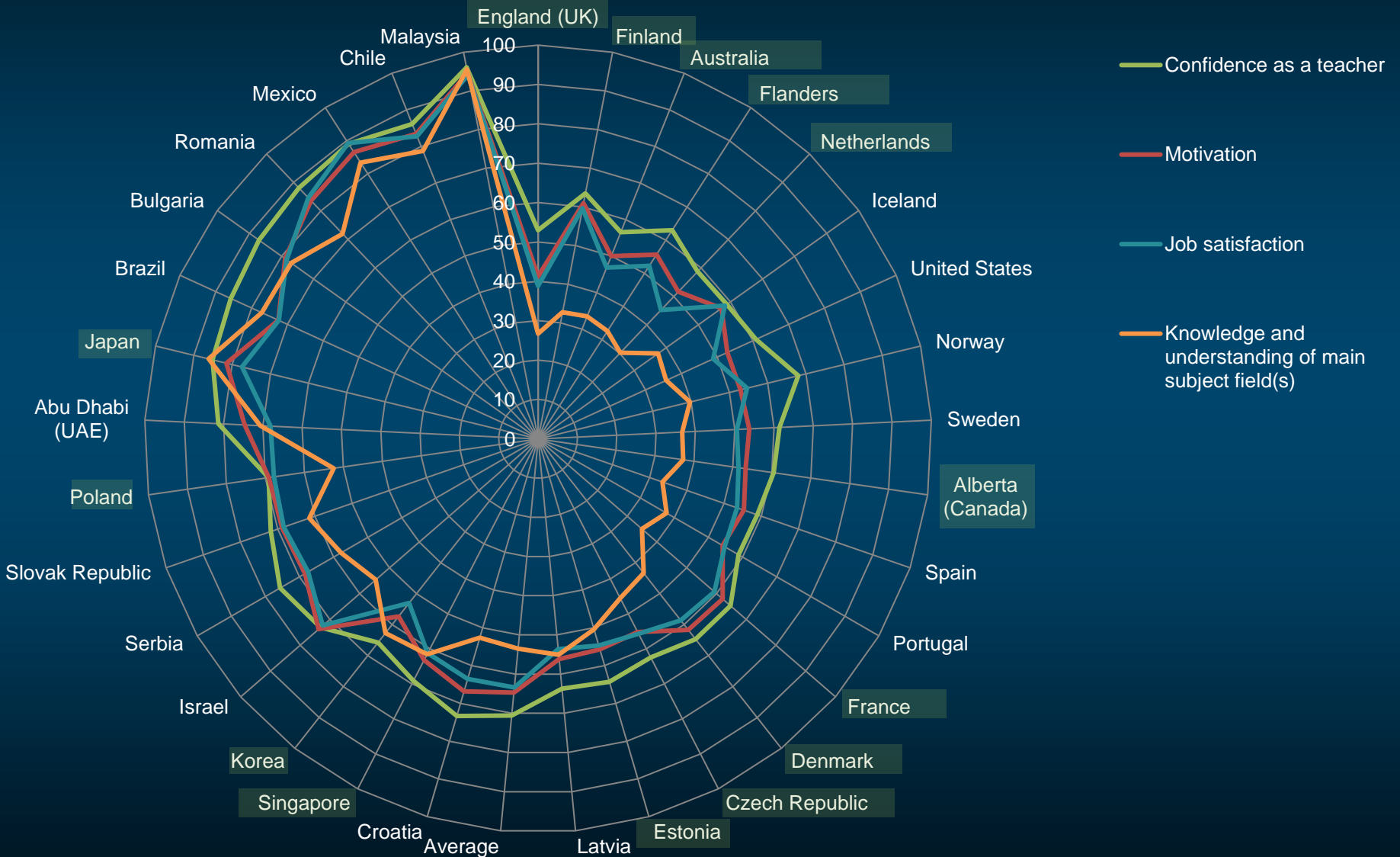
# Feedback and change in behavior

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



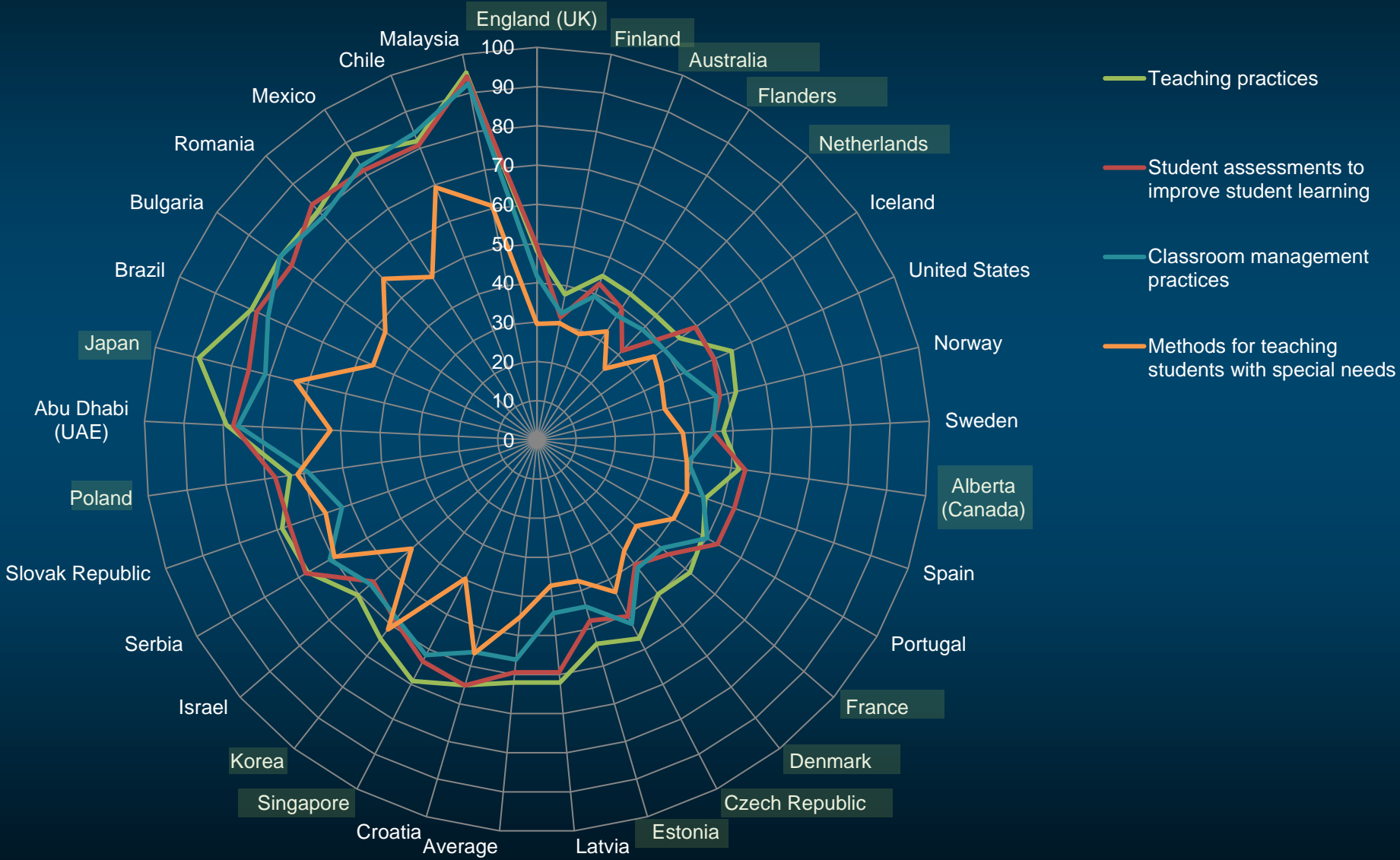
# Outcomes of teacher feedback - Personal

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



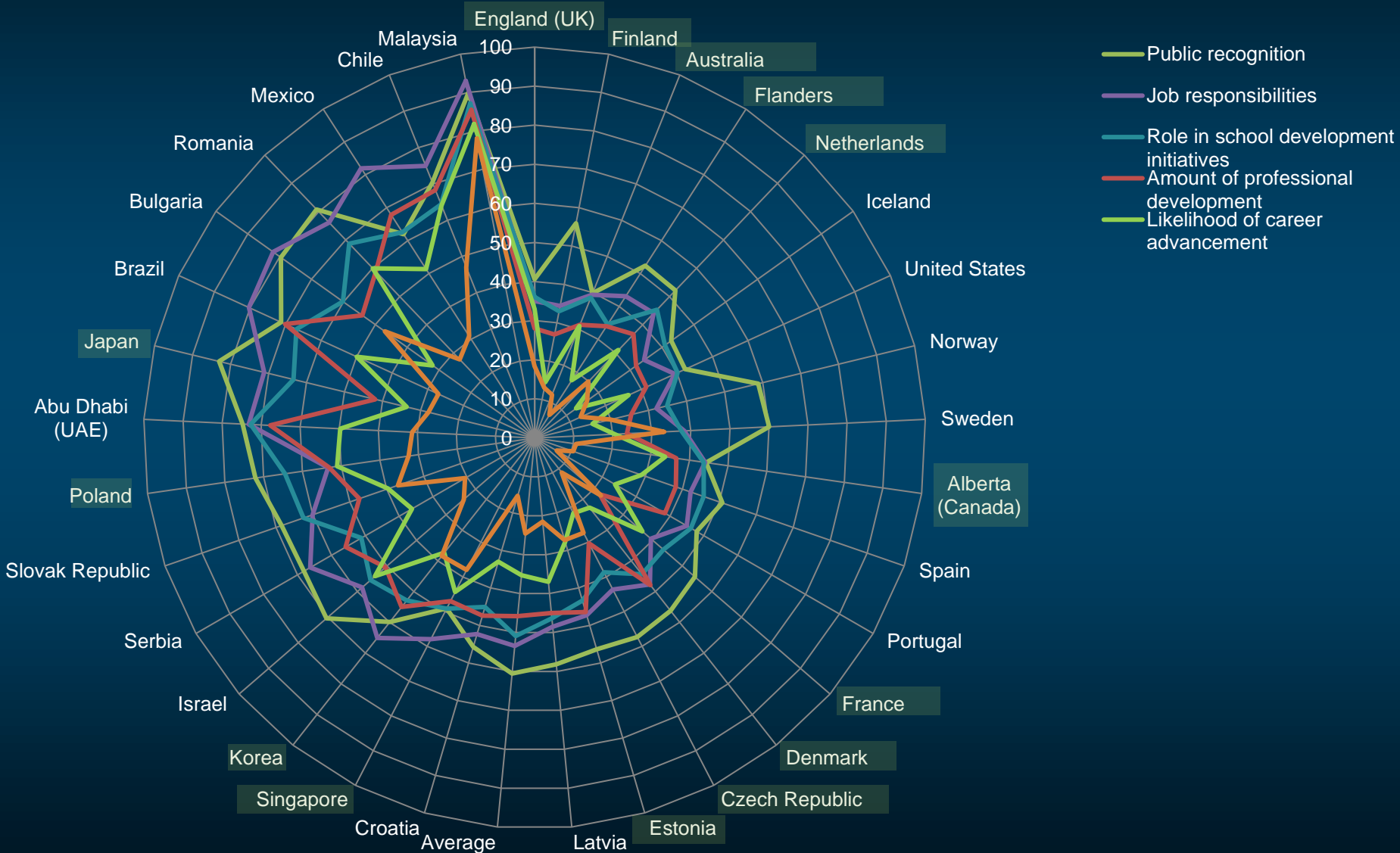
# Outcomes of teacher feedback - Pedagogical

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



# Outcomes of teacher feedback - Professional

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

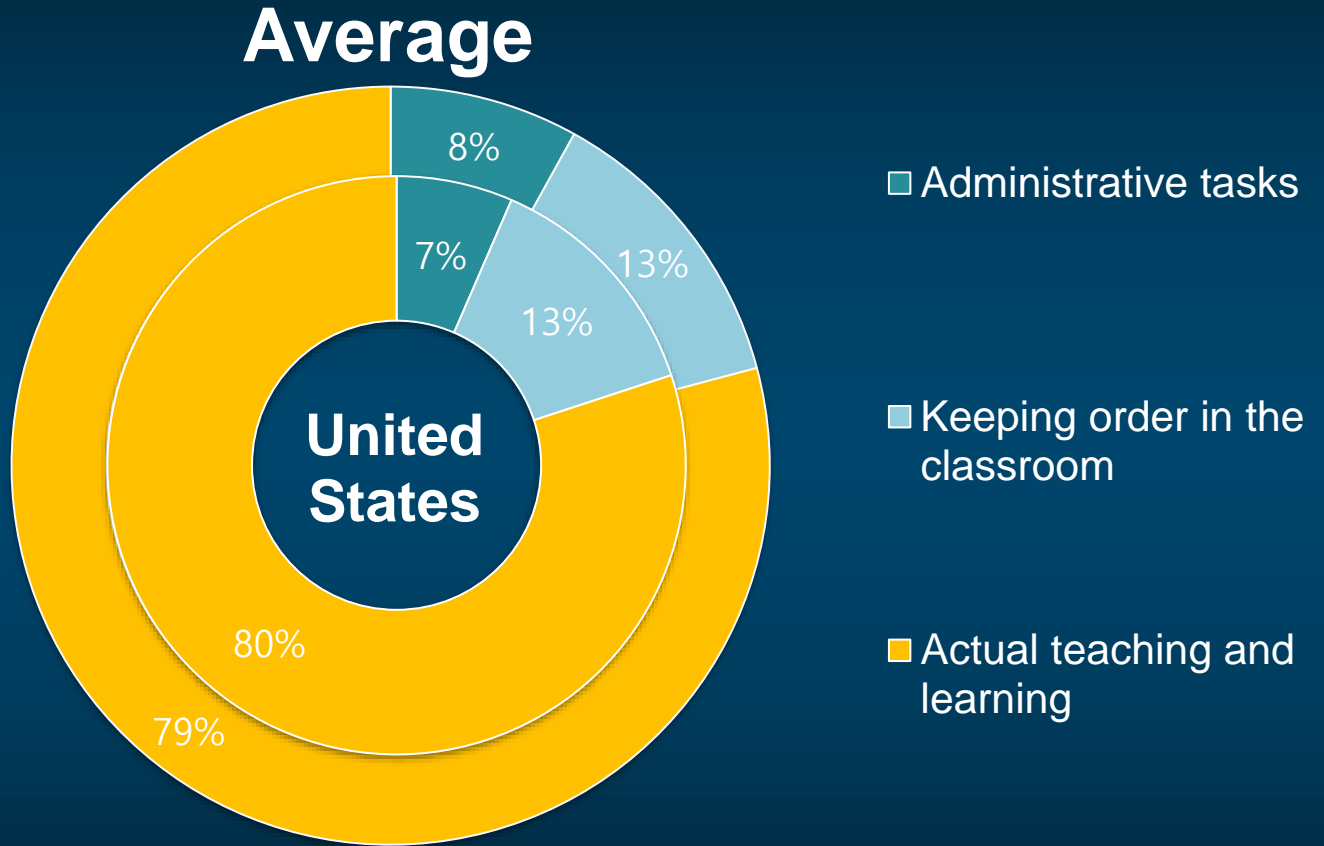




***Teacher Practices  
and Classroom  
Environment***

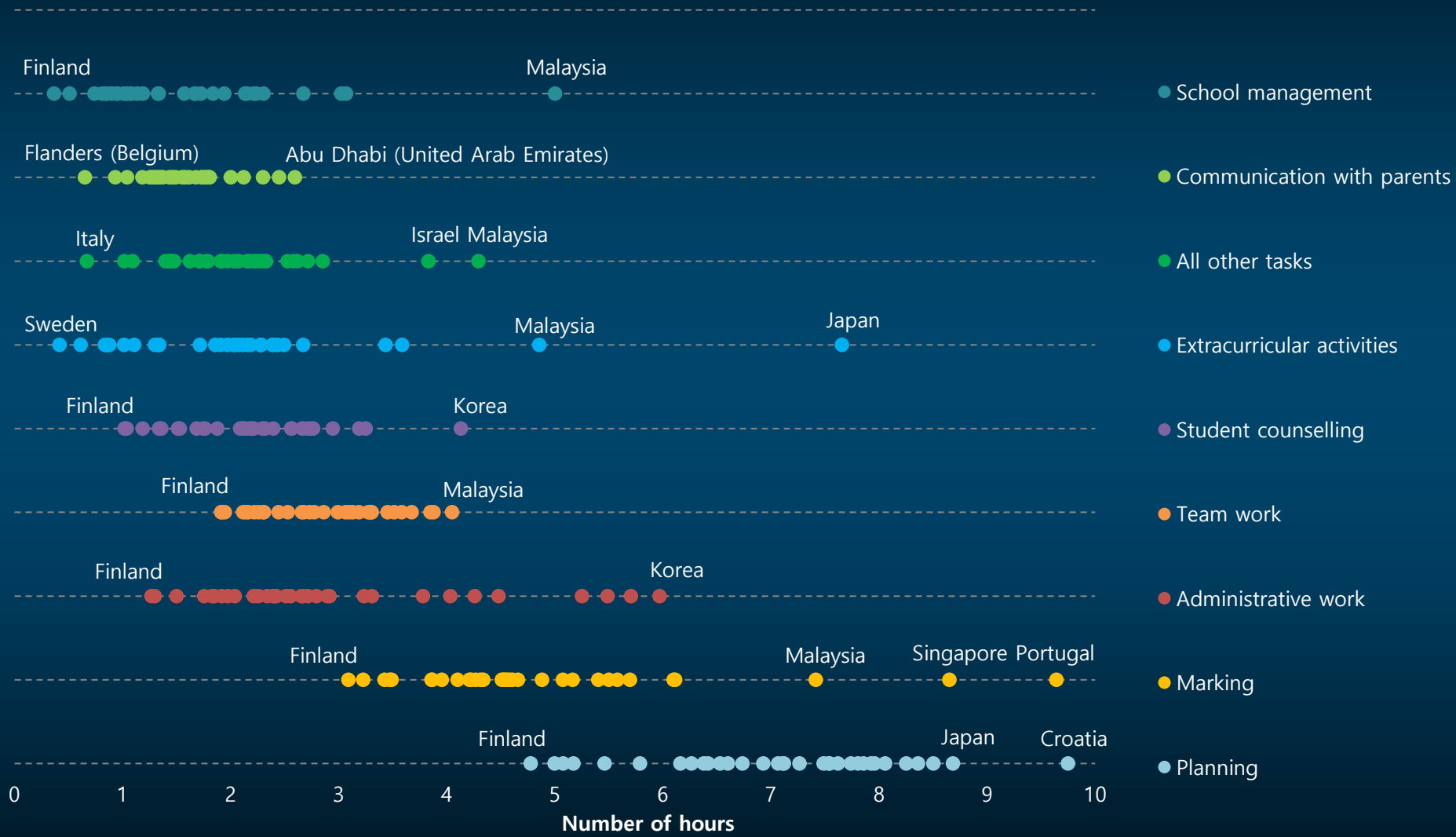
# Distribution of class time

Average proportion of time lower secondary teachers report spending on each of these activities in an average lesson



# What teachers do beyond teaching

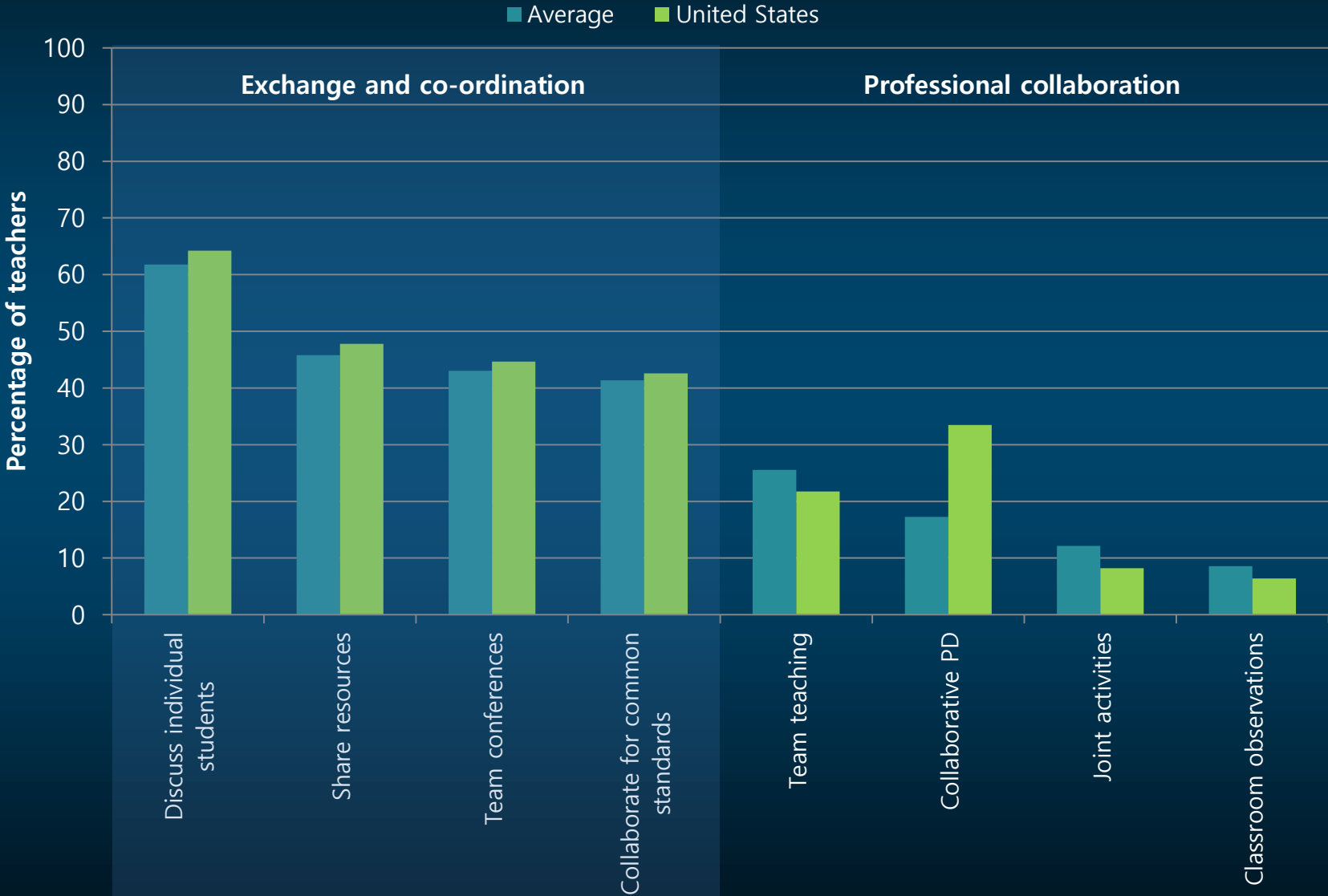
Average number of 60-minute hours teachers report spending on the following tasks in an average week





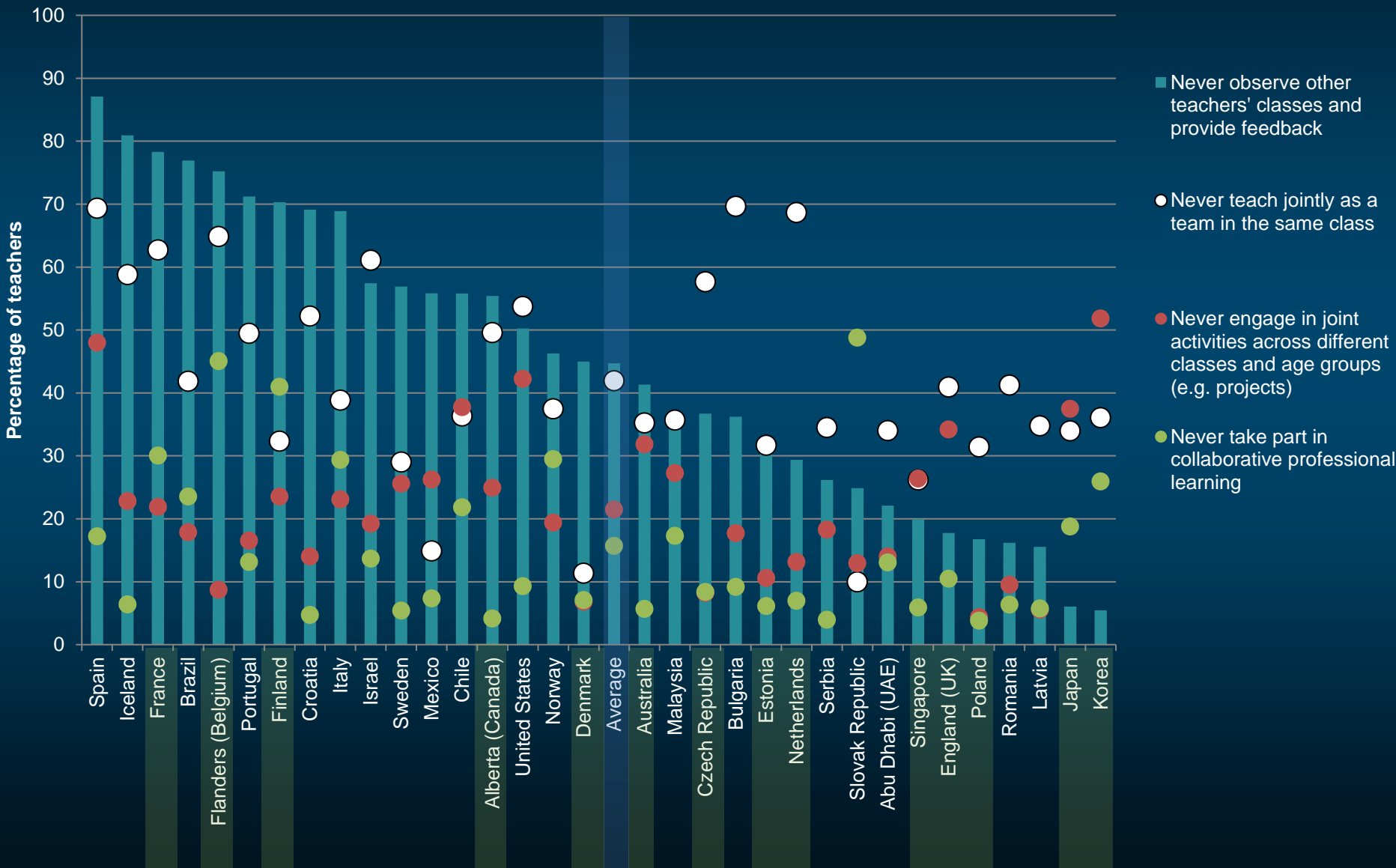
# Teacher co-operation

Percentage of lower secondary teachers who report doing the following activities at least once per month



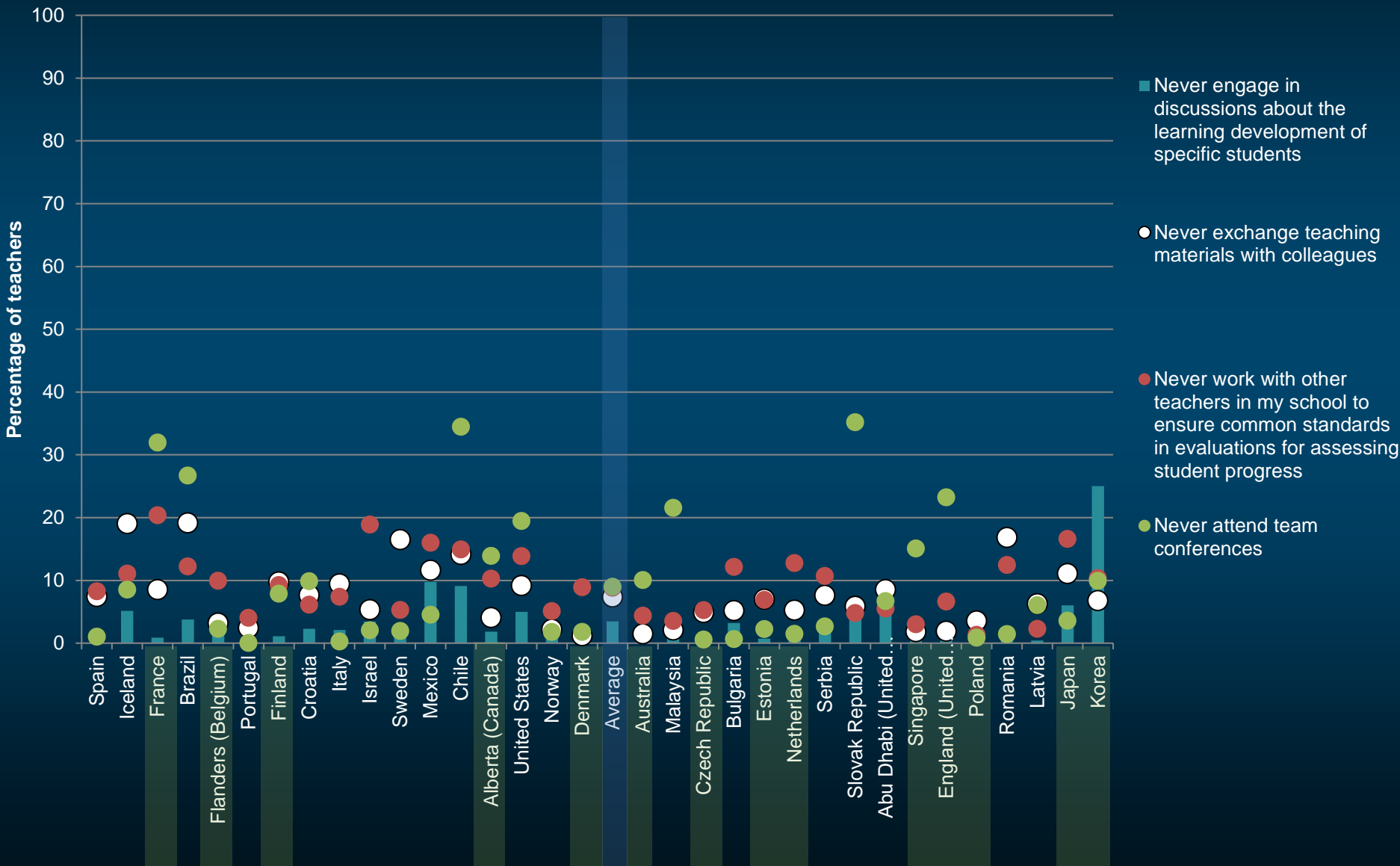
# Teacher co-operation: Professional collaboration

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



# Teacher co-operation: Exchange and co-ordination

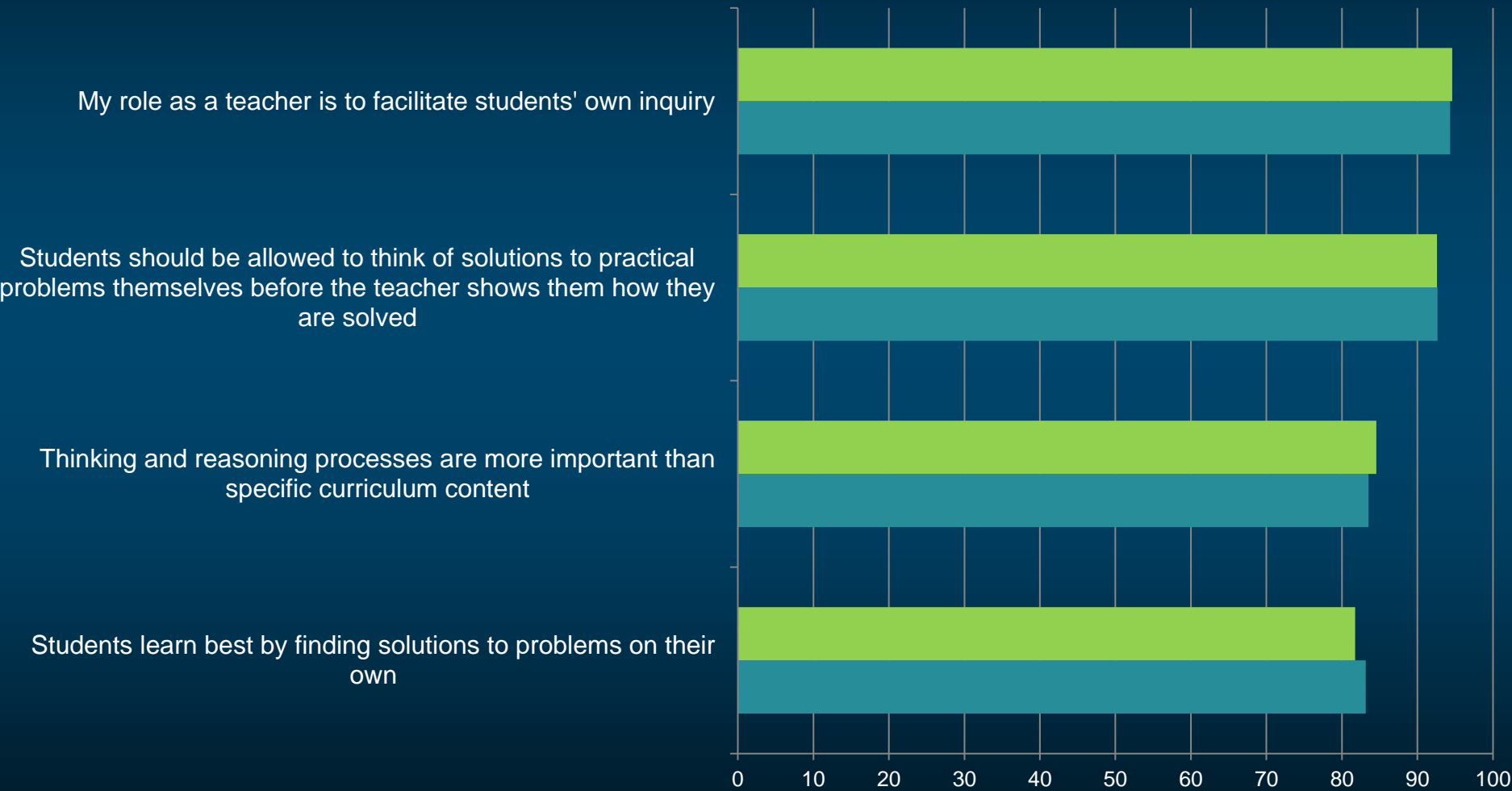
Percentage of lower secondary teachers who report **never** doing the following activities



# Teachers' beliefs about teaching and learning

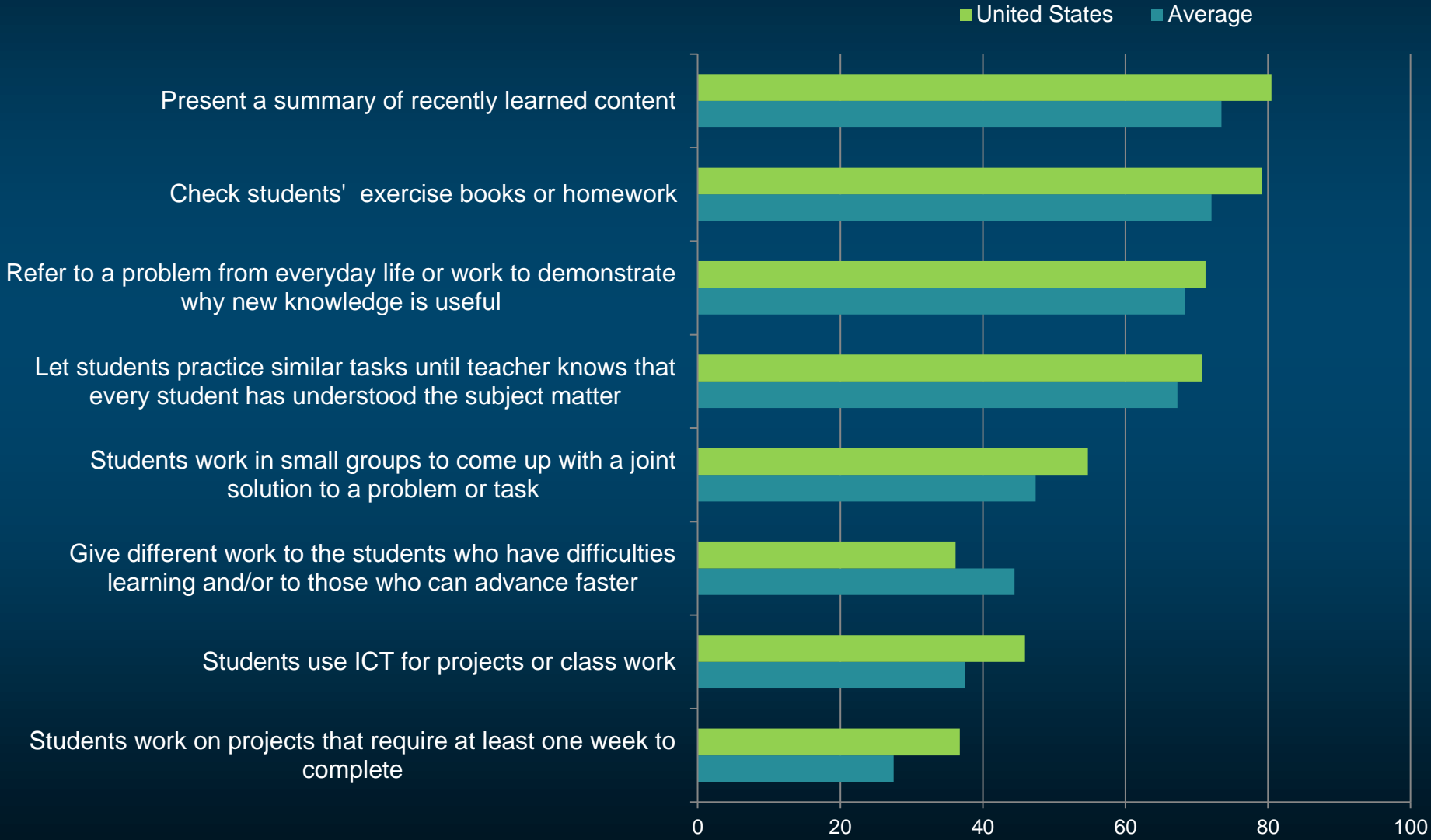
Percentage of lower secondary teachers who "agree" or "strongly agree" that:

■ United States ■ Average



# Teaching practices

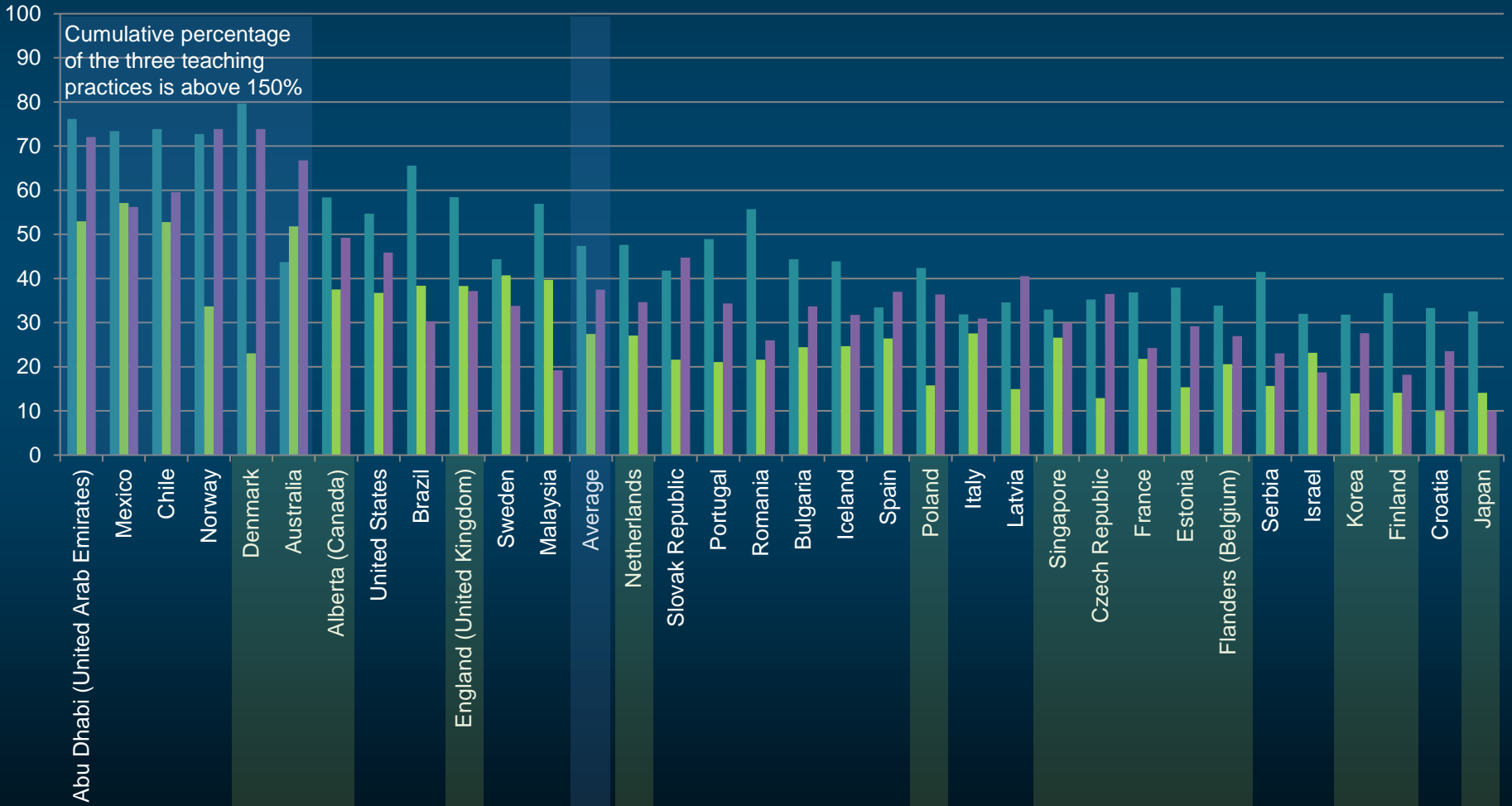
Percentage of lower secondary teachers who report using the following teaching practices "frequently" or "in all or nearly all lessons"



# Teaching practices by country

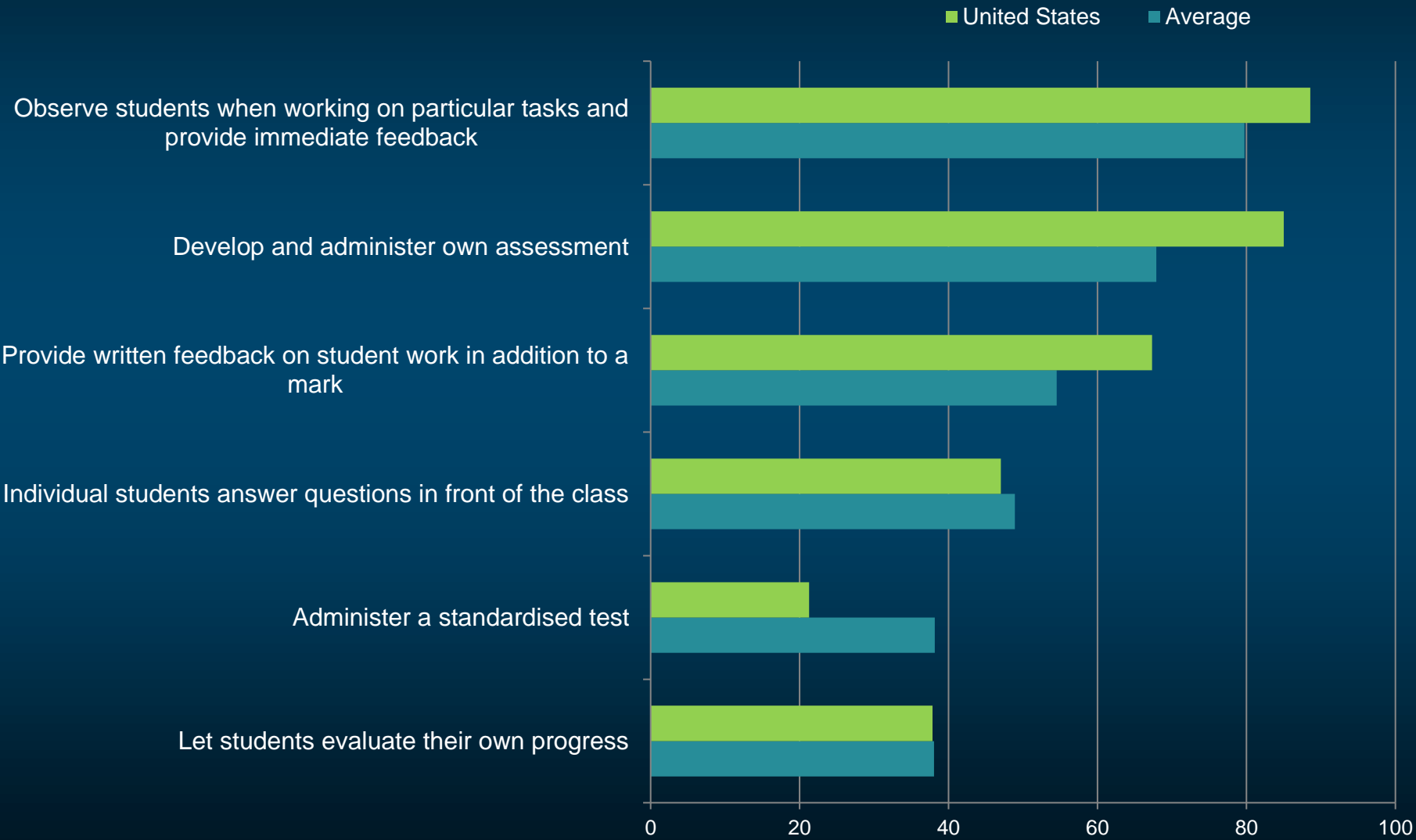
Percentage of lower secondary teachers who report using the following teaching practices "frequently" or "in all or nearly all lessons"

- Students work in small groups to come up with a joint solution to a problem or task
- Students work on projects that require at least one week to complete
- Students use ICT for projects or class work



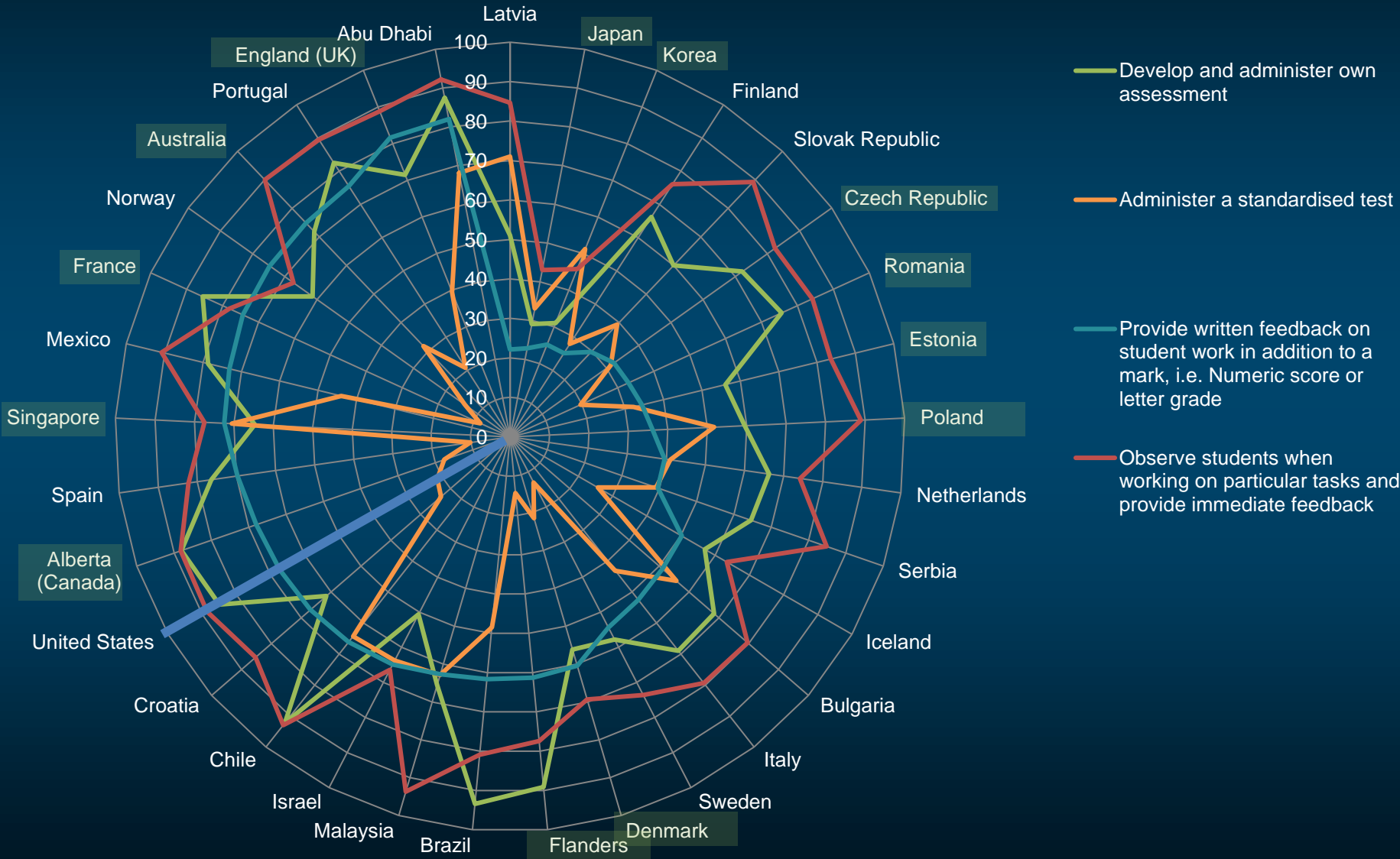
# Teachers' use of student assessment practices

Percentage of lower secondary teachers who report using the following methods of assessing student learning "frequently" or "in all or nearly all lessons"



# Reported use of methods of assessing student learning

Percentage of lower secondary teachers who report using the following methods of assessing student learning "frequently" or "in all or nearly all lessons"



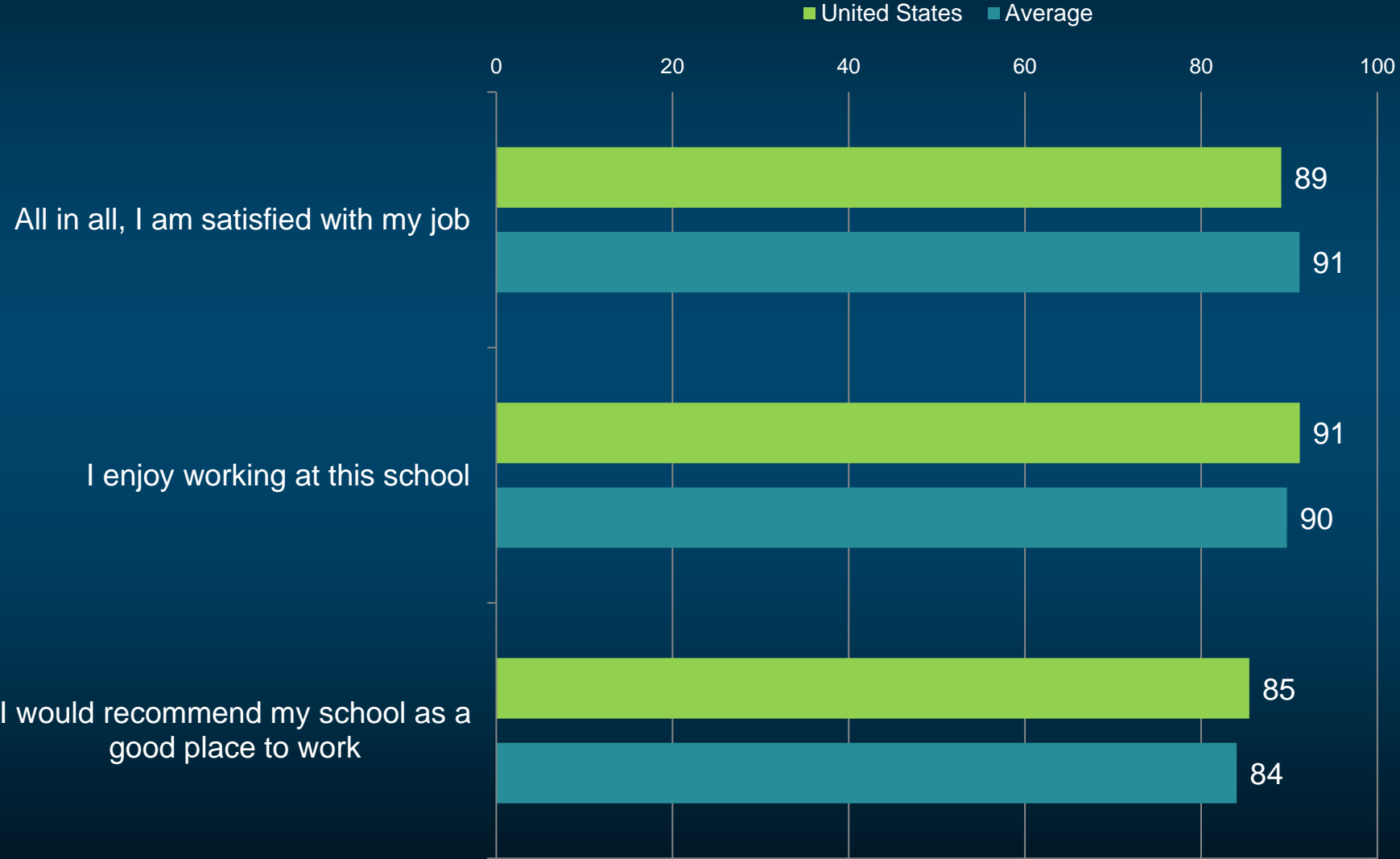




***Teacher Self-Efficacy and Job Satisfaction***

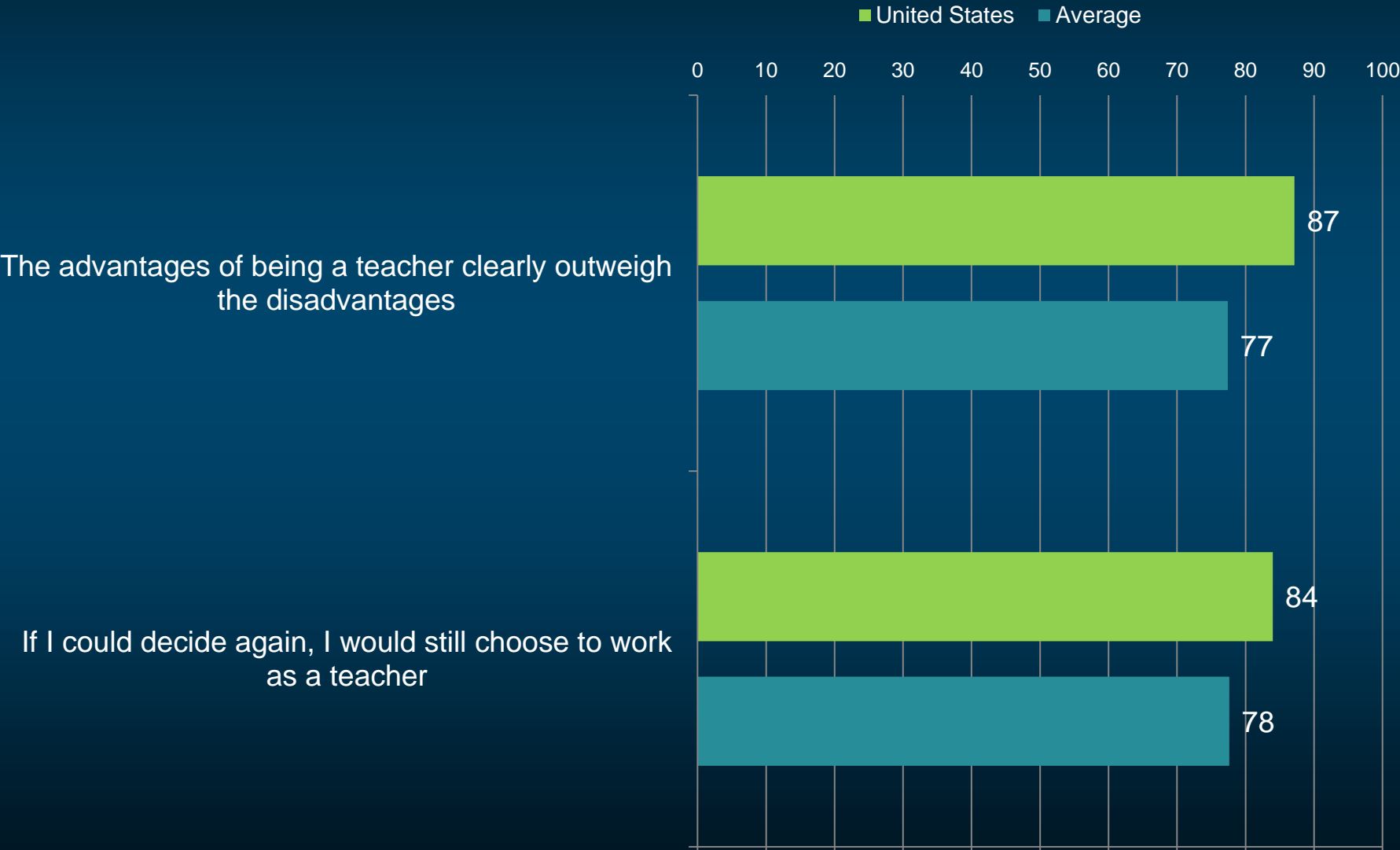
# Teachers' satisfaction with their working environment

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



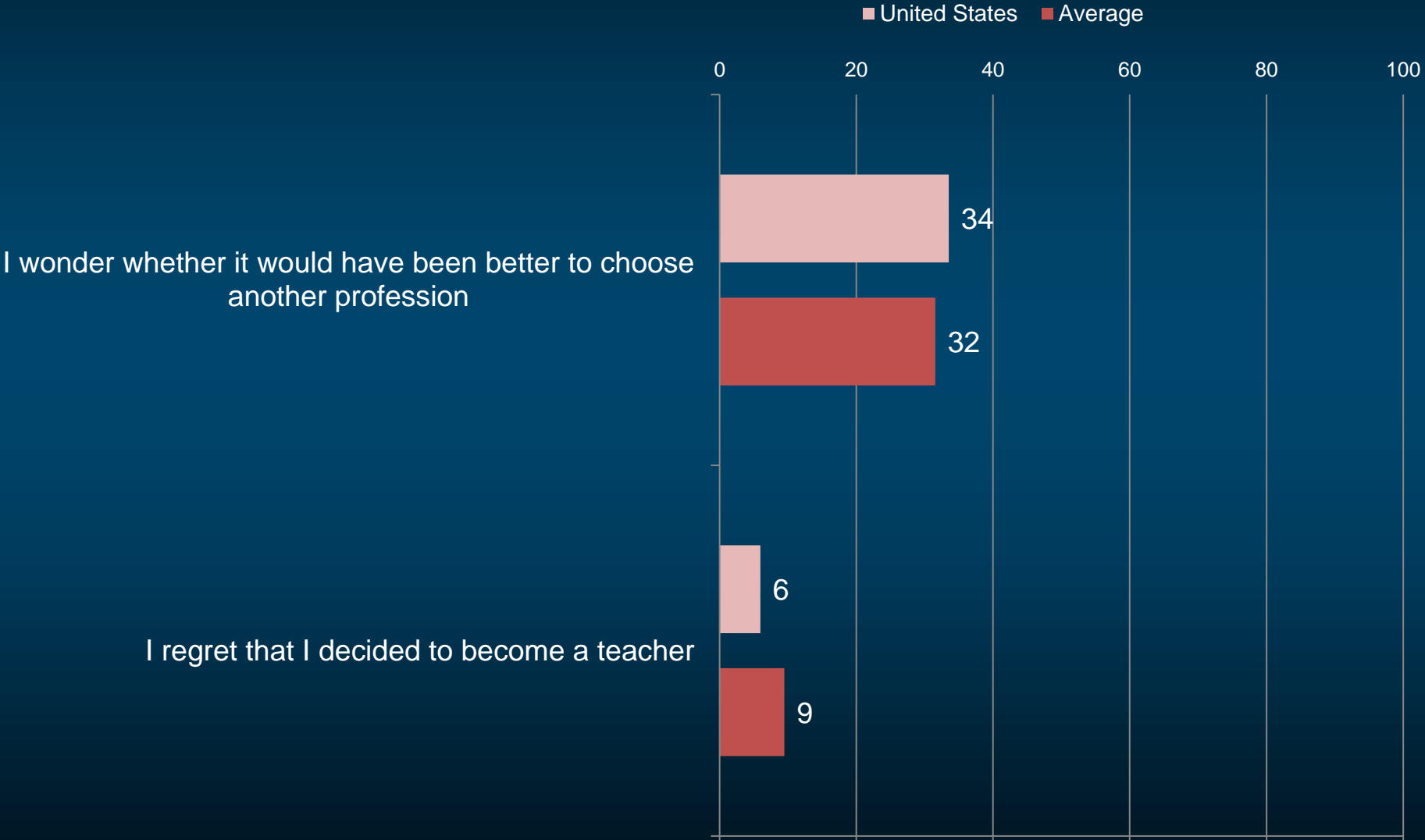
# Teachers' satisfaction with their profession

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



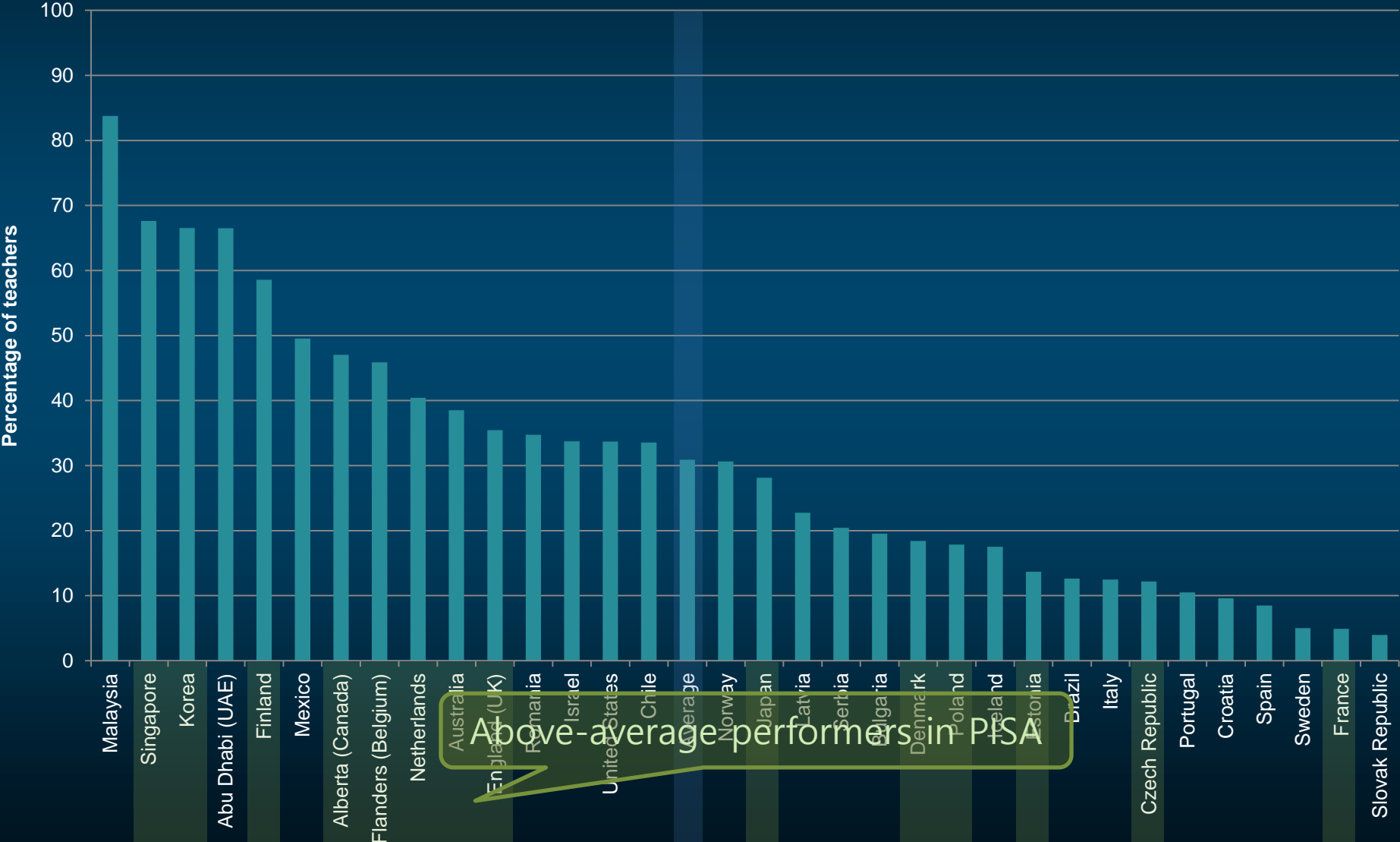
# Teachers' satisfaction with their profession

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



# Teachers' perceptions of the value of teaching

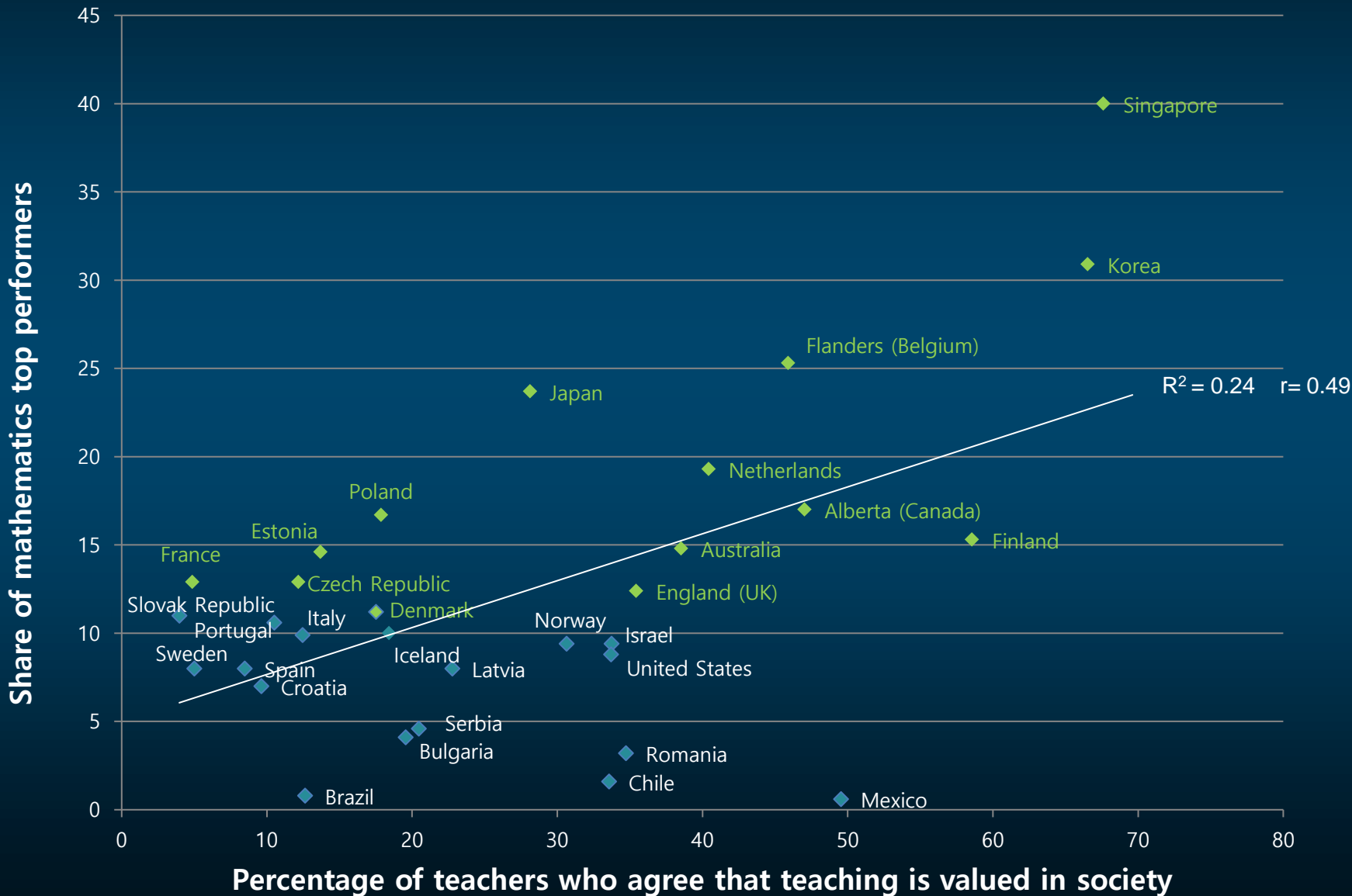
Percentage of lower secondary teachers who "agree" or "strongly agree" that teaching profession is a valued profession in society



Above-average performers in PISA

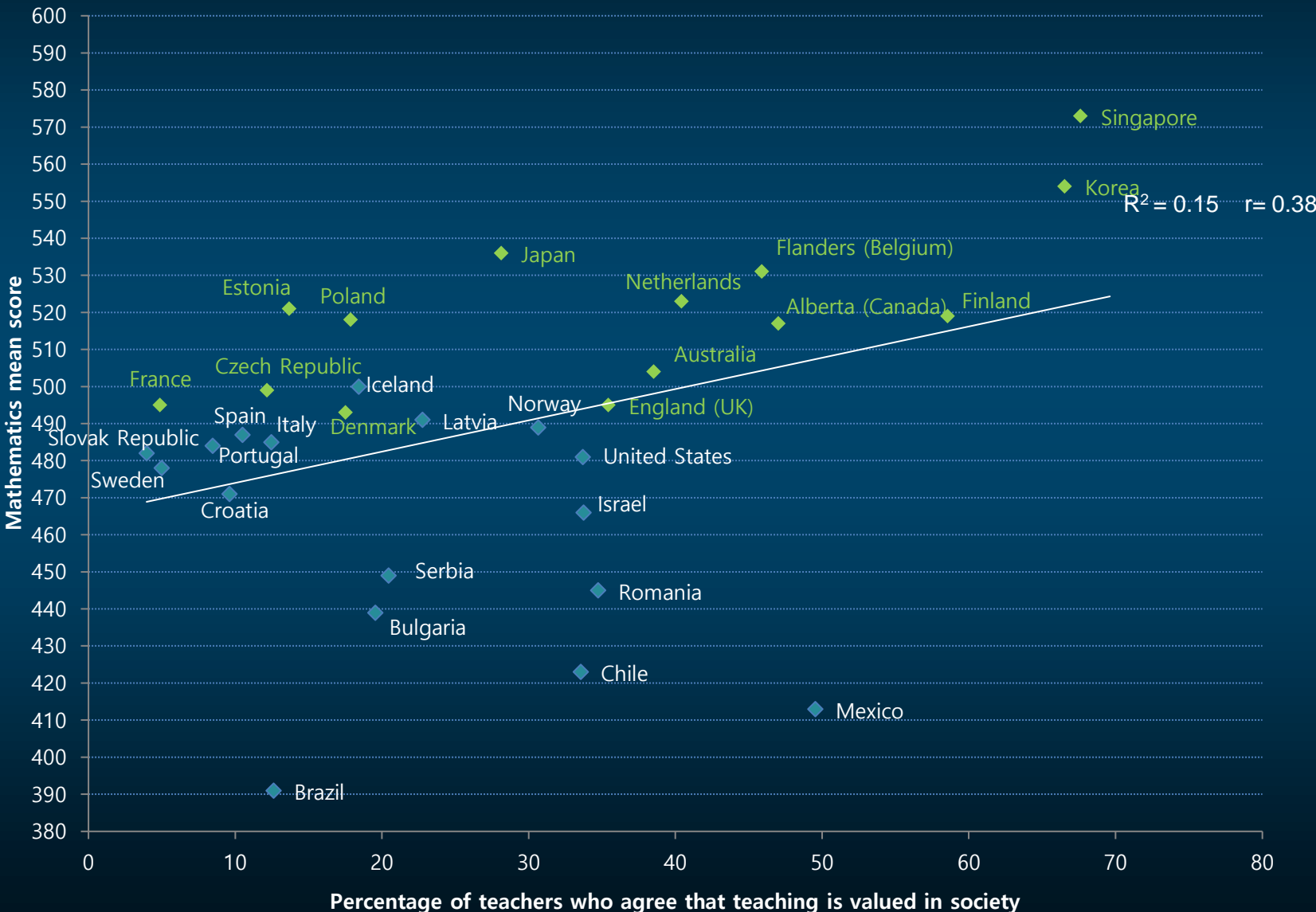
# Countries where teachers believe their profession is valued show higher levels of student achievement

Relationship between lower secondary teachers' views on the value of their profession in society and the country's share of top mathematics performers in PISA 2012



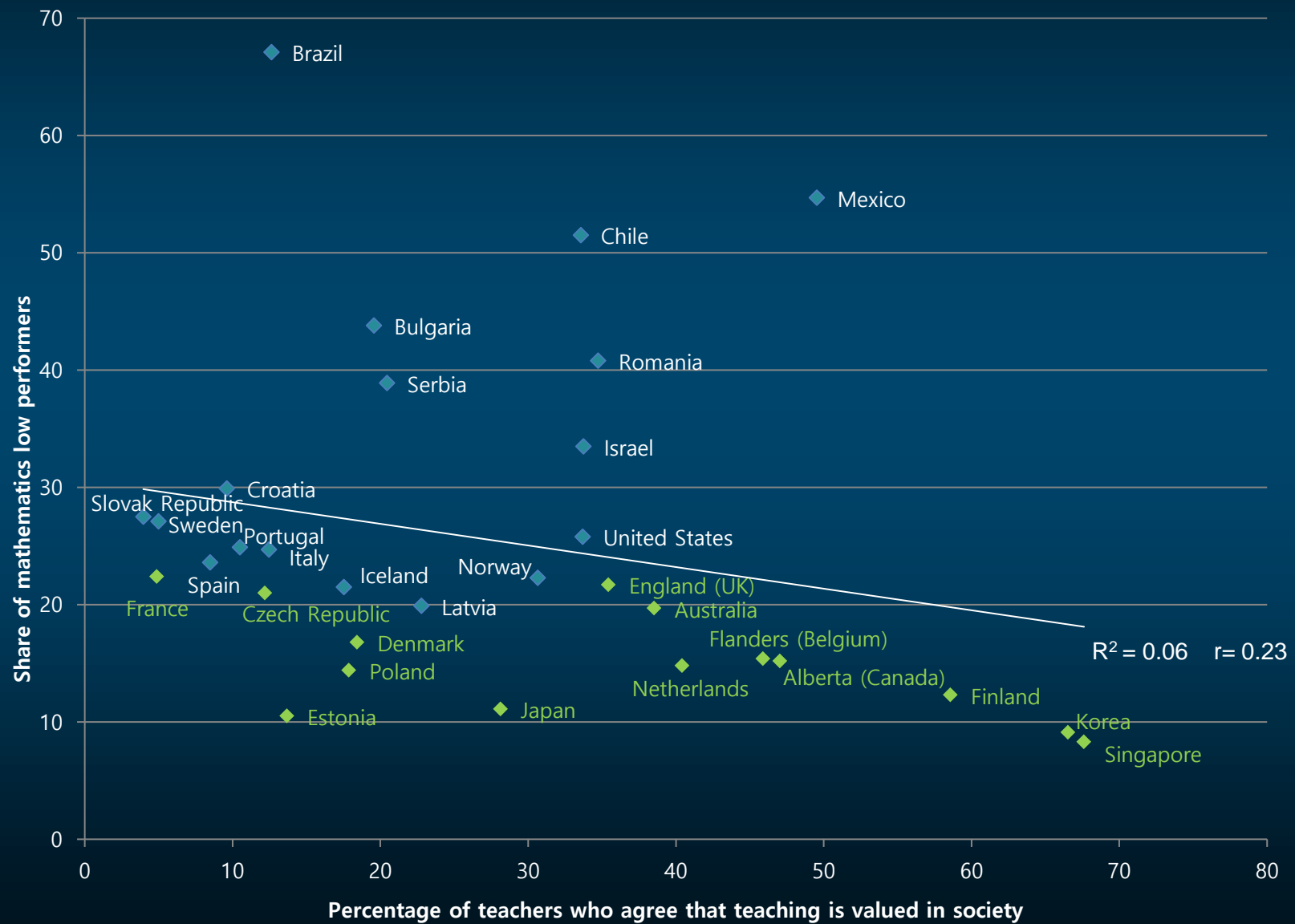
# Countries where teachers believe their profession is valued show higher levels of student achievement

Relationship between lower secondary teachers' views on the value of their profession in society and the country mean score in mathematics in PISA 2012



# Relationship between the value of the teaching profession and the share of low mathematics performers

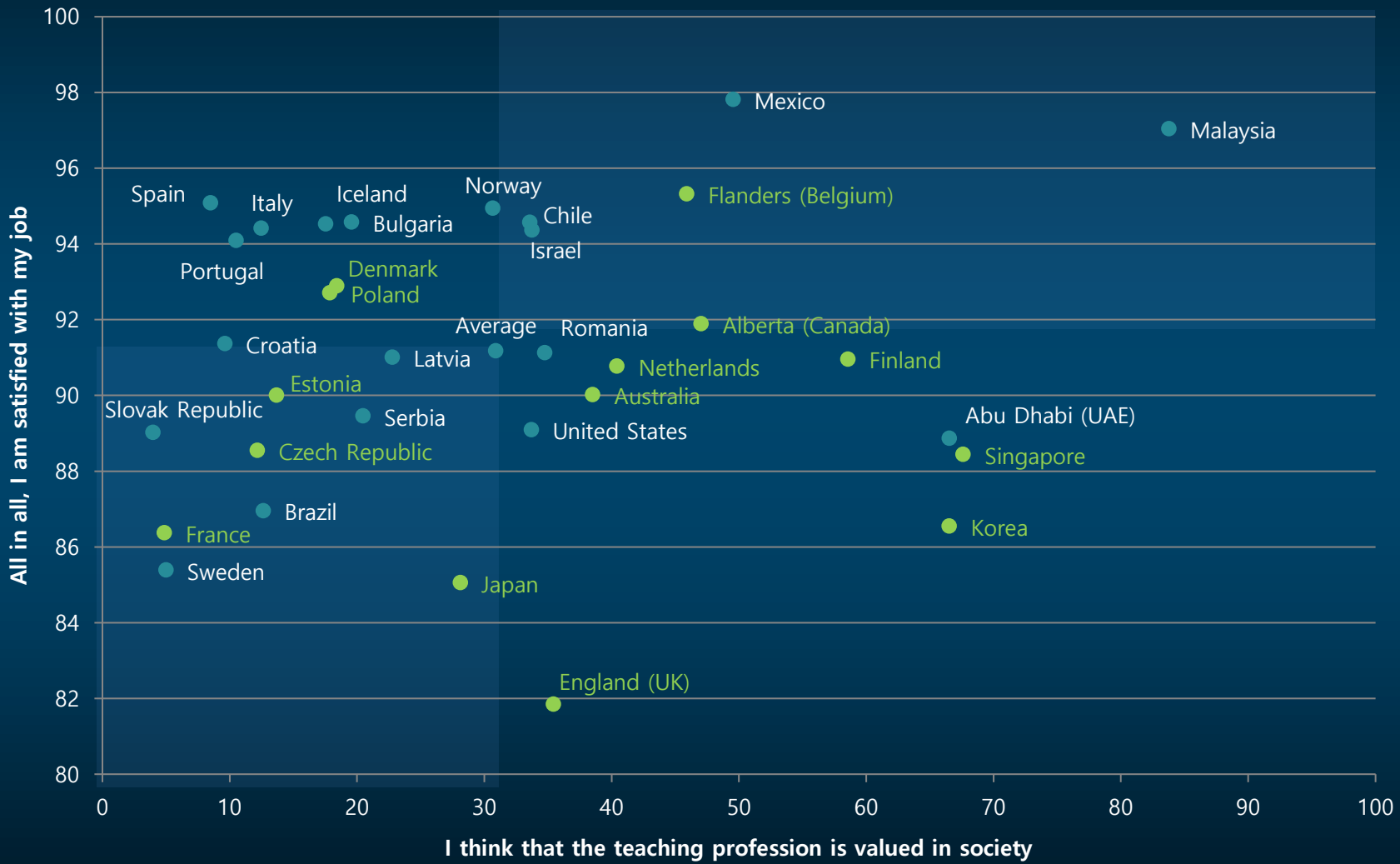
Relationship between lower secondary teachers' views on the value of their profession in society and the country's share of low mathematics performers in PISA 2012





# Value of teaching and job satisfaction

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



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

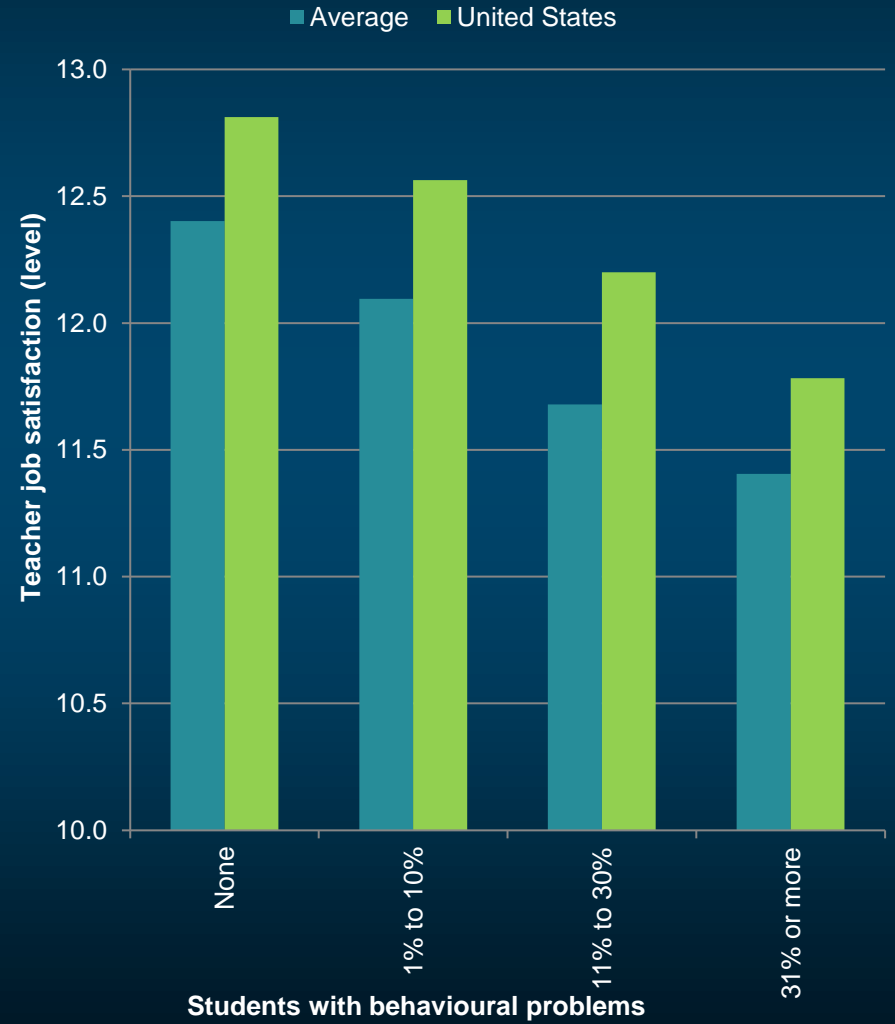
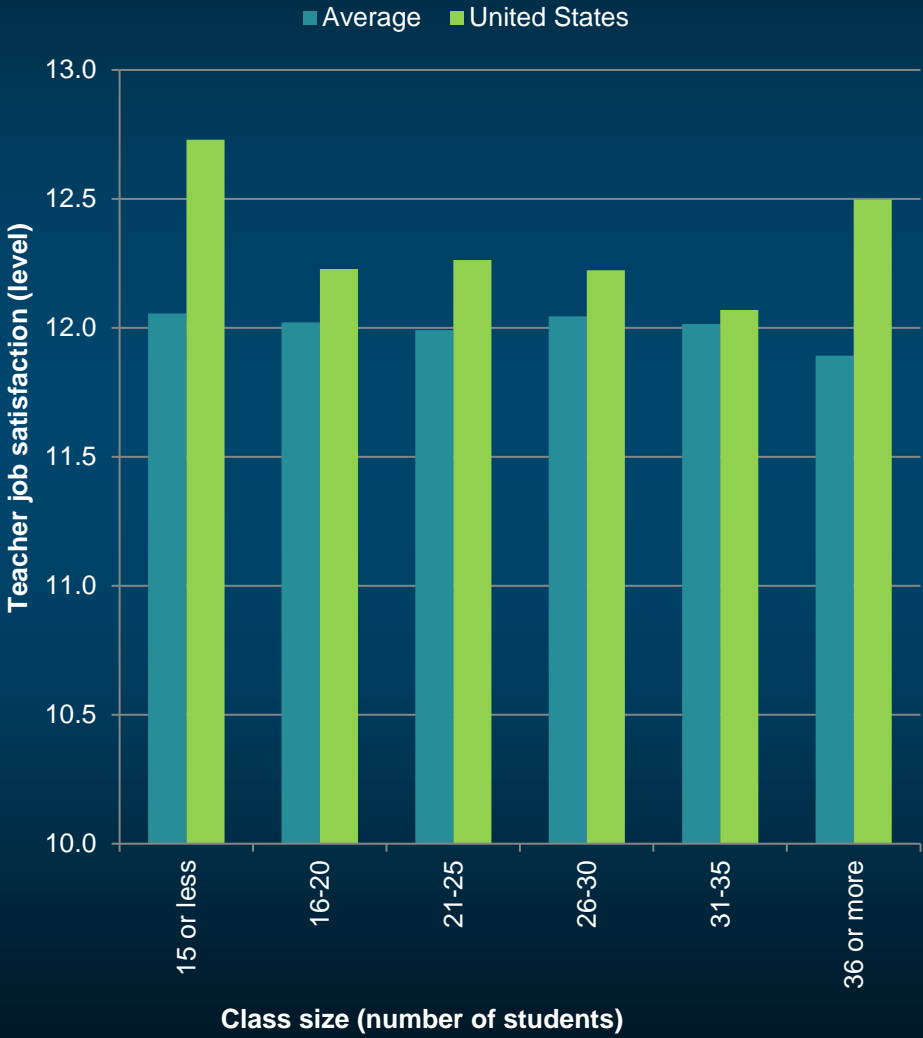
the higher their level of *self-efficacy*.

The same is true for *job satisfaction*.



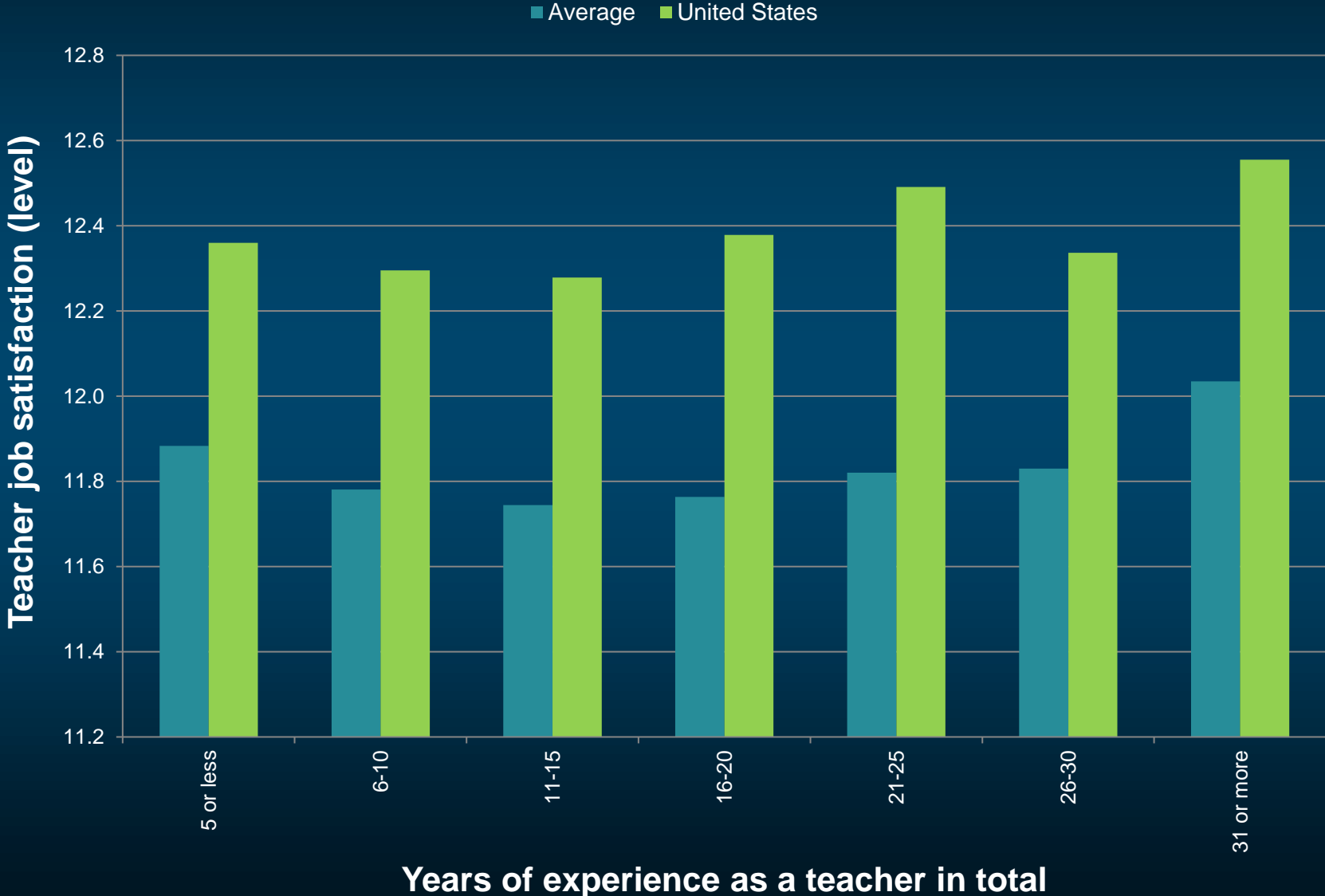
# Behavioral issues equate to lower job satisfaction, class size doesn't

Teachers' job satisfaction level following the number of students in the classroom in relation to the percentage of students with behavioural problems



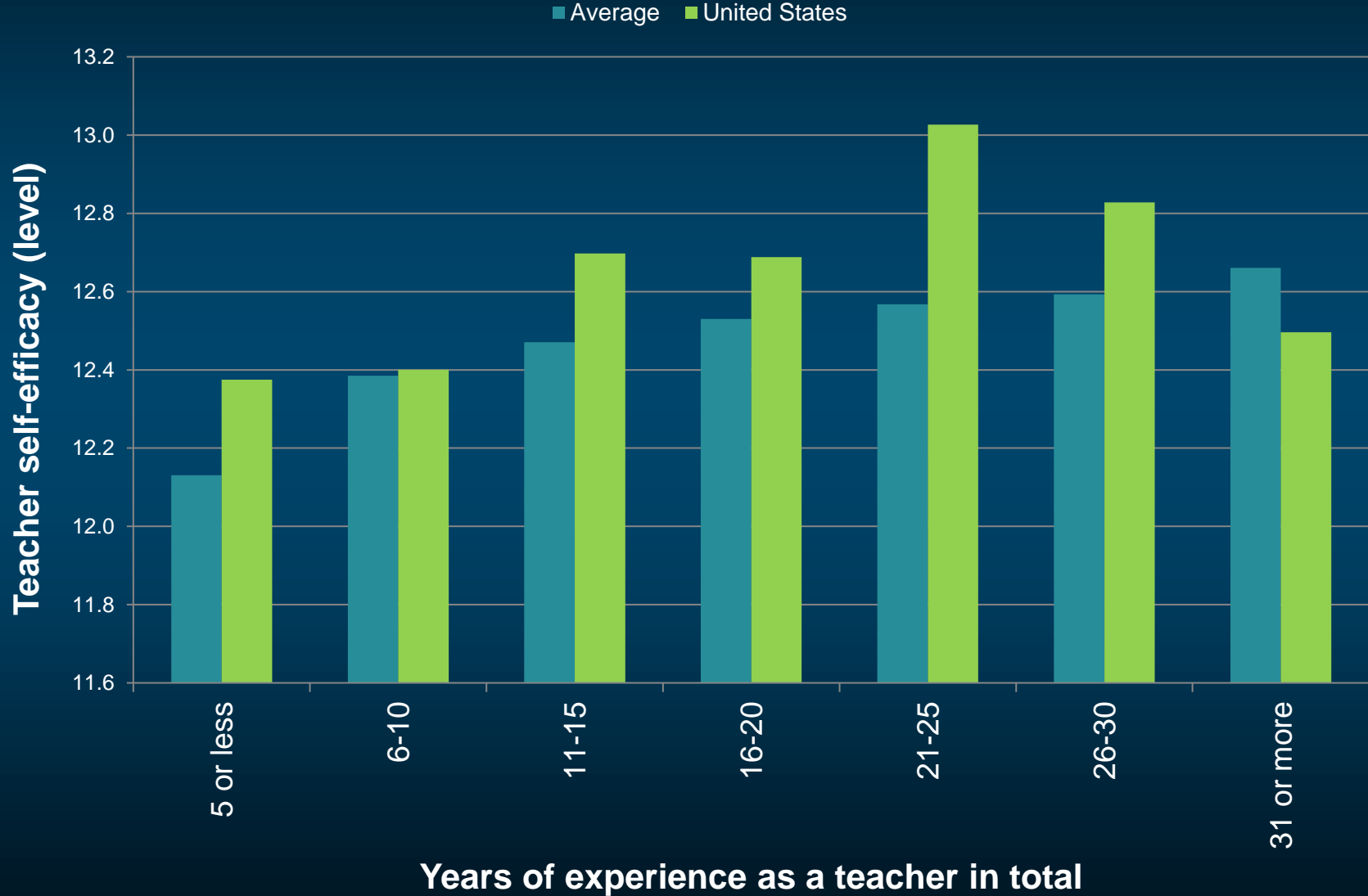
# Teachers' job satisfaction and experience

Teachers' job satisfaction level in lower secondary according to their total years of teaching experience



# Teachers' self-efficacy and experience

Teachers' self-efficacy level in lower secondary according to their total years of teaching experience



Find out more about TALIS at [www.oecd.org/talis](http://www.oecd.org/talis)

- All national and international publications
- The complete micro-level database

Email: [TALIS@OECD.org](mailto:TALIS@OECD.org)

Twitter: [@Kristen\\_TALIS](https://twitter.com/Kristen_TALIS)



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in 34 countries



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