TALIS 2013 Results
An international perspective on teaching and learning

Julie Bélanger, PhD
Analyst, OECD
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
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
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

Mean mathematics performance, by school location, after accounting for socioeconomic status

TALIS seeks to help with …
For a majority of TALIS countries, few countries attract the most experienced teachers... to the most challenging schools.
Distribution of experienced teachers in more and less challenging schools

Schools with more than 30% of students from socioeconomically disadvantaged homes

Difference in the proportion of teachers with more than 5 years teaching experience who work in more challenging schools and those who do not

Higher proportion of experienced teachers in challenging schools

Higher proportion of experienced teachers in schools that are less challenging
Improving Teaching Using Appraisal and Feedback
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 are largely done to fulfil administrative requirements
Teacher Practices and Classroom Environment
Percentage of lower secondary teachers who report doing the following activities at least once per month

- Discuss individual students
- Share resources
- Team conferences
- Collaborate for common standards
- Classroom observations
- Team teaching
- Collaborative PD
- Joint activities

**Teacher co-operation**

**Exchange and co-ordination**

**Professional collaboration**
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:

- **All in all, I am satisfied with my job**
  - Korea: 87
  - Average: 91

- **I enjoy working at this school**
  - Korea: 74
  - Average: 90

- **If I could decide again, I would still choose to work as a teacher**
  - Korea: 63
  - Average: 78
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*.
But the more teachers report that appraisal and feedback are largely done to fulfil administrative requirements, the lower their level of self-efficacy. The same is true for job satisfaction.
Schools where teachers feel more effective and are more satisfied with their jobs

- Teachers play an important role in the development of the school
- Collaborative school environment
- Meaningful appraisals and feedback are provided to teachers
• Next cycle of the survey in 2018
• Currently gathering expressions of interest from countries: Deadline, Dec 2014
• Country meeting in November to determine content and coverage focus of next cycle
THANK YOU FOR LISTENING!

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

All national and international publications
The complete micro-level database

Email:
Julie.Belanger@oecd.org